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ABSTRACT

Language camps that provide language immersion and cultural experiences for high school students outside of the classroom are described. Descriptions of 49 camps in 26 states are arranged alphabetically by state and provide the names and addresses of sponsors and facts about the program activities and fees. Two of the language camps programs are described in detail: a week-long French and Spanish camp sponsored by Ohio University, and a French weekend program organized by two high school language teachers in Iowa. The two detailed descriptions cover staffing, fees, activities, scheduling, special events, camp publications, and evaluation. An annotated bibliography is appended. (RW)

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LANGUAGE IN EDUCATION:
Theory and Practice
53

Lois Vines

A Guide to Language Camps in the U.S.: 2

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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Sophia Behrens, editor

CONTENTS

Preface to the Second Edition	vii
Introduction	1
I. Language Camp Directory	3
II. Detailed Description of Two Language Camps	25
A. Ohio University's Week-Long Summer Language Camp	25
B. Europe Comes to Iowa: A Weekend Language Camp	32
III. Annotated Bibliography	43

PREFACE TO THE SECOND EDITION

When I first began my research on language camps in 1978, I was motivated by curiosity. During the three previous years, I had helped direct a language camp for high school students on the campus of Ohio University. The camp was a highly rewarding experience both for the students and the staff. I was interested in finding out how many language students across the country were offered a similar opportunity to improve their skills. The desire to exchange ideas with other language camp organizers inspired my efforts to establish contact with colleagues involved in similar projects.

A search for articles on camps in language journals turned up very little material that was up-to-date. I sent a questionnaire to each state foreign language consultant in August 1978 and obtained descriptions from 26 camp organizers in 17 states. The next step was to contact each organizer directly to verify details about his or her camp. Descriptions of these camps were published in the April 1980 edition of *A Guide to Language Camps in the United States*. Since the publication of this guide, I have learned about additional language camps by word-of-mouth, in announcements and articles appearing in language newsletters, and from the state foreign language consultants whom I contacted again in February 1982. As a result of the recent search, I have been able to identify 49 camp sponsors in 26 states. Only four of the camps described in 1980 no longer take place. I say "only" four because I am aware of the great amount of volunteer effort involved in sponsoring a language camp. Being able to sustain that effort year after year shows the dedication of many language professionals. It is gratifying to note that the number of new language camps is increasing.

I would like to thank my colleagues in many states who have taken the time to send information and materials on their language camps. I am particularly impressed by the enthusiasm of camp organizers and their interest in sharing their experiences with others.

I would also like to thank Sophia Behrens and the staff at the Center for Applied Linguistics for their invaluable help on the project.

Lois Vines
Ohio University

INTRODUCTION

Purpose

For the past two decades language camps have been held regularly in the United States during the summer and on weekends throughout the school year. The purpose of this guide is to bring together (1) descriptions of language immersion events currently taking place across the country, (2) detailed accounts of a week-long language camp and a weekend camp (presented here as working models for future sponsors), and (3) an annotated bibliography of publications dealing with language camps.

Definition

The term "language camp" has been chosen for purposes of this guide because it is the most common term used for describing foreign language immersion events held outside the classroom. Although the events might also be called institutes, villages, or live-ins, or referred to by names in the target languages, they all (1) take place in a setting where the target language is spoken almost continuously and used in everyday activities, (2) provide the opportunity for participants to engage in foreign culture-related activities that are not traditionally part of the classroom curriculum, (3) involve participants under the age of 18, (4) are nonprofit, and (5) are held in the United States. One-day programs (sometimes called "Language Fairs" or "Language Days"), which focus on competitive performances and academic contests, are not included in this study.

Organization

I. Language Camp Directory

The directory provides the names and addresses of sponsors along with descriptions of language camps in 26 states--Arizona, California, Colorado, Georgia, Hawaii, Idaho, Illinois, Iowa,

Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Nebraska, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin. Each language camp sponsor in the present edition was contacted directly in order to verify details about the event. Many camp directors were not aware of similar programs outside their own states and were interested in knowing what is going on elsewhere. Readers are encouraged to report any inaccuracies in the directory and to send descriptions of camps not included to Lois Vines, Ellis Hall, Ohio University, Athens, OH 45701.

II. Detailed Descriptions of Two Language Camps

This section describes the organization and activities of two different types of language camps. Both camps have taken place more than once and have thus benefited from student and staff evaluations. The Ohio University camp is an eight-day summer language camp that has taken place annually for the past eight years. The Iowa weekend language camp was organized by two high school language teachers and received an Iowa Humanities Grant for its initial organization.

Information in sections I and II of the Guide is in no way intended as publicity for particular language immersion events. Participation is limited to local students for most of the camps, unless otherwise indicated in the description. The aim of the Guide is to provide the opportunity for future camp organizers to get in contact with those who have had first-hand experience in sponsoring language camp programs. Enthusiastic language students in every state may someday have the chance to participate directly in a foreign culture without traveling far from home.

III. Annotated Bibliography

Material in the first section of the bibliography deals with the programming, staffing, funding, and evaluation of language camps. In the second and third sections, sources of activities and materials appropriate to these events are listed and briefly described. The documents have come to my attention through my own research and through a computer search of the ERIC database. Some of the material has been contributed by language camp organizers and is available through the ERIC system.

I. LANGUAGE CAMP DIRECTORY

Background

In the summer of 1961, 72 young people gathered at a lakeside camp in Minnesota to speak German intensively and participate in activities typical of the target culture. The success of that camp encouraged its sponsors at Concordia College to continue the summer program the following year and to provide similar experiences for speakers of other foreign languages. During the past two decades, Concordia has continued to develop its language camp program and has established additional campsites in order to accommodate the increasing number of young people interested in perfecting their foreign language skills and experiencing various aspects of a foreign culture. In the summer of 1982, over 2100 students from 43 states participated in the Concordia International Language Village program, where eight different languages are spoken.

In the 1960s the language camp idea began to spread across the country. A summer language camp funded by a federal grant was organized by the Minneapolis Public Schools in 1965 to provide a stimulating foreign cultural experience for above-average junior high school students from low-income families. Foreign Language Day Houses were sponsored by the Chicago Public Schools during the sixties to stimulate interest in the study of foreign languages. According to information gathered for the present study, 17 states now host nonprofit summer language camps lasting at least one week (Arizona, California, Georgia, Illinois, Maryland, Minnesota, Mississippi, Nebraska, Ohio, New York, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin).

By far the most common type of language camp is the weekend language immersion event held during the academic year. In 1969-70 an innovative model for weekend camping was initiated by language educators in Jefferson County, Colorado. Their program is based on the notion that any school system or a combined effort of smaller systems can rent a campsite and convert it into a simulated language village, where the atmosphere of the

target culture is recreated through the exclusive use of the foreign language, passport and customs inspection, festivals, crafts, etc. The Highline School District in Seattle, Washington, also began sponsoring weekend language camps in 1969. The Friday-to-Sunday experience has proven to be stimulating and financially feasible for the greatest number of students. Weekend camps often involve the participation of people from the local community--native speakers, members of ethnic groups, skilled dancers or artisans, foreign cuisine experts. Since the early seventies, Concordia has sponsored a series of weekend and "mini-week" camps during the academic year. Weekend camps are now held in at least 19 states, some of which have more than one district sponsoring events. Whether the idea for organizing a language camp was inspired by previous models or whether it sprang full-blown from the heads of its sponsors, the desire to share the best aspects of language camp programs is clearly evident from my correspondence with camp directors.

Funding

Fees paid by individual participants provide the major portion of funding for language camps at present. Of the summer camps identified in this study, fees for one week range from $50 to $250 (1982). (One exception is the summer language camp in Georgia, where participants' fees are paid by the Governor's Honors Program.) In the case of the $50 fee, financial support was provided by a local language organization and the German government. Weekend language camps (Friday evening to Sunday noon) cost between $35 and $95, depending on the type of facilities. Camp organizers report that some outside funding has come from local ethnic groups, language associations, and county and state boards of education. In one midwestern state a summer language camp received a total of $300 from local language organizations. Major contributions to language camp projects have been made by an Iowa Humanities Grant and by the Martha Holden Jennings Foundation in Ohio. In both cases the support was given for the initial project only, not on a continuing basis.

Community groups particularly interested in promoting international understanding can be approached for financial support in the form of camp scholarships for deserving students. Weekend and summer language camps for high school students, sponsored in cooperation with a university language department, can benefit from services and materials provided, such as free duplication of materials, mailing of information, and use of lab equipment and materials. Camp scholarships are also offered by some colleges. Last, but certainly not least, students themselves can organize projects to generate funds needed for language camps. One group of high school students sold language-

inscribed T-shirts and held a bake sale of foreign delicacies to earn money for language camp.

Federal funding for language camps is almost nonexistent. Grant descriptions focus on experimental projects rather than on the expansion of ongoing programs that have proven to be effective.

* * * *

ARIZONA

Contact: W. M. Senner, Dept. of Foreign Languages, Arizona State Univ., Tempe, AZ 85281; 602/965-7211

Brief Description: A one-week German summer camp for high school students has been held since 1977 at the Arizona State University campus in Payson. The 90 participants join in outdoor activities, language practice sessions, singing, dancing, games, cooking, and field trips. Each participant pays $50, with additional financial support contributed by the university, AATG, and the German government.

CALIFORNIA

1. Contacts: Judith Redenbaugh, 2969 Andros St., Costa Mesa, CA 92626; Katy Hoehn, 5550 Vista del Dia, Anaheim Hills, CA 92807

Brief Description: Three-day weekend language camps in French, German, and Spanish are sponsored each spring by the Foreign Language Association of Orange County. Each camp is held on a different weekend at campsites in the San Bernardino Mountains. Students who are in their third year of language study and above are invited to attend. Second-year students who have a teacher's recommendation may apply. A group of students must be accompanied by their teacher. A fee of $33 per student includes lodging, meals, transportation, and insurance. Pocket money is exchanged for foreign currency and can be used to purchase refreshments and small items at the camp store. The camp gives students the opportunity to participate in sports, language games, skits, singing, hiking, and dancing while using the target languages.

2. Contact: Jim Baughman, 18657 Ravenwood Dr., Saratoga, CA 95070

Brief Description: The Foreign Language Association of Santa Clara County sponsors weekend camps each year in French, German, and Spanish. Students between the ages of 14 and 18 who have completed at least one year of the target language are invited to attend. The camps are held on separate weekends at St. Patrick's Seminary in Los Altos. Students must be accompanied by their own teachers, who participate in the planning and the camp itself. The fee for the weekend camps is $40 per participant. Activities include singing, fencing, fortune telling, folk dancing, crafts, television and newspaper production, sports, and conversation groups.

3. Contact: Jim Baughman, 18657 Ravenwood Dr., Saratoga, CA 95070

Brief Description: The Northern California chapter of the American Association of Teachers of German sponsors a week-long summer camp which takes place at the Valley of the Moon in Sonoma. Students who have completed at least one year of German and are between the ages of 14 and 18 may participate. The fee for the camp is $165, with additional financial support contributed by the German government. Seventy students participate in the camp each year.

4. Contact: M. Denise Le Bow, P.O. Box 23185, San Diego, CA 92123

Brief Description: Weekend language camps in French, Spanish, and German are sponsored by the Foreign Language Council of San Diego. The immersion events are held at Camp Cuyamaca or Camp Palomar, modern facilities of the San Diego County Outdoor Education Commission. First organized in 1972, the camps are open to all San Diego County private and public school students in the 8th to the 12th grades. Three years of the target language are required; some outstanding second-year students are selected to participate. The fee for the two-day camp is $26, which includes four meals, transportation, and insurance. Teachers must accompany their own students, maintaining a ratio of one teacher for every ten participants. Activities at camp involve singing, crafts, language games, sports, cooking, and a camp store, where foreign currency is used.

5. Contacts: Ella Salgado, 16 Redwood Ct., Santa Rosa, CA 95405 (Spanish Camp); Ellen Stillman, 1905 Green Hill Rd., Sebastopol, CA 95472 (French Camp)

Brief Description: Two-day weekend language camps in French and Spanish are organized each year by the Marin-Sonoma Foreign Language Teachers Association. The camps are held at separate times at the Valley of the Moon Presbyterian Campgrounds in Glen Ellen. Two years of the target language are required in order to attend the camp. Each participant pays $40 for the event. Typical activities include small conversation groups, dancing, singing, cooking, and hiking.

COLORADO

Contact: Lorenzo Trujillo, Coordinator, Foreign and Second Language Programs, Jefferson County Public Schools, 1209 Quail St., Lakewood, CO 80215; 303/231-2222

Brief Description: The simulated foreign "villages" in French, Spanish, German, and Russian were initiated in 1970 to provide Jefferson County foreign language students with an opportunity to exercise their skills over a continuous three-day period. Students above the second year of language study and between the ages of 14 and 18 are selected to participate. A fee of $35 covers three days' and two nights' lodging and six meals. Ninety students can be accommodated in each camp, and there is an alternate waiting list of students who want to participate. Teachers meet in a preplanning session to help prepare activities for the language immersion weekend. (For further details see Love and Honig, "Weekend Foreign Language Camps," p. 49.)

GEORGIA

Contact: Jean Fant, Director, The Governor's Honors Program, Georgia Dept. of Education, Twin Towers East, Atlanta, GA 30334

Brief Description: The Governor's Honors Program is an instructional program designed to provide enriching educational opportunities not usually available during the regular school year to gifted 10th- and 11th-grade students enrolled in Georgia's public and private secondary schools. Fifteen students in each of the target languages--French, Spanish, and German--are selected to take part in a six-week live-in intensive language program held on college campuses in the summer. All expenses are paid for each student, who must be nominated by his or her classroom language teacher.

HAWAII

Contact: John D. Wollstein, Language Education Specialist, Hawaii State Dept. of Education, 189 Lunalilo Home Rd., 2nd Floor, Honolulu, HI 96825

Brief Description: Weekend language camps in French, Spanish, German, and Hawaiian are held each year on the island of Hawaii, with the site varying from year to year. The German camps have been held since 1978 and the French, Spanish, and Hawaiian camps were initiated in 1980. Secondary-school students from any district are invited to participate in the camps, which last for three days and two nights (with the exception of the Hawaiian camp, which is one day). The fees are $125 for the French and Spanish camps, $25 for the German camp, and $5 for the Hawaiian. Activities include folk dancing, singing, cooking, and small conversation groups.

IDAHO

Contact: Antonio Ochoa, Dept. of Education, Len B. Jordan Office Building, Boise, ID 83720

Brief Description: For the past eight years, weekend language camps in French, German, and Spanish have been sponsored by the Idaho Association of Teachers of Language and Cultures in cooperation with the Idaho Department of Education. The camps take place at facilities located near Easter Seal Lake, about 35 miles south of Coeur d'Alene. The target languages are spoken while students participate in games, short culture capsules, and conversation groups. Each camper pays $30 for the weekend (Friday-Sunday), and the school district furnishes transportation to the site. In 1982 there were 85 participants in Spanish, 60 in French, and 40 in German.

ILLINOIS

1. Contact: Richard E. Lange, Coordinator, German Language Village Program, 834 Inverrary La., Deerfield, IL 60015

Brief Description: The German Language Village Program was initiated in the spring of 1976 by several teachers from the Chicago chapter of the American Association of Teachers of German. Two weekend camps were held the first year with about 80 students of German participating in each camp. Since then,

the number of participants has doubled, and weekend camps now take place four times a year (three in the spring and one in February). Some 25 different Chicago area high schools are represented at the language immersion weekends. The camps are funded solely by the participants. The $50 fee covers six meals, two night's lodging, prizes, and many handouts. Staff and teachers attend free. The site of the camp is Stronghold Castle, a replica of a Norwegian castle located in Oregon, Illinois.

2. Contact: Luz Maria N. Berd, Immersion Director, Foreign Language Immersion Weekends, George Williams College, 555 Thirty-First St., Downers Grove, IL 60515; 312/964-3100, ext. 338

Brief Description: The first immersion weekend for students of Spanish and French sponsored by George Williams College took place in the fall of 1974. Eight immersion weekends are now held during the school year for participants from Illinois and neighboring states for Spanish, French, Italian, and German. Two years of any one of these languages is required. Participants must sign a pledge to speak only the target language from 3 p.m. on Friday until 4 p.m. on Sunday. A variety of six compulsory activities take place throughout Saturday, while Sunday is reserved for two electives such as sports, music, dancing, games, and cooking. Religious services are conducted in the target languages. The 125 participants each pay $95 for the weekend event, which takes place on Lake Geneva in Williams Bay, Wisconsin.

3. Contact: Joseph Di Lillo, Project Director, Consortium for Language and International Studies, Lincoln College, Lincoln, IL 62656

Brief Description: A two-week intensive day program in French, Spanish, Italian, and German, sponsored by Lincoln College, is held during the summer. Students practice speaking the foreign language while learning about the cultures where the target languages are spoken. Students from any district who are currently studying one of the target languages are accepted. Each participant pays $40 for the program.

4. Contact: Anne Marie Fuhrig, Box 1060, MacMurray College, Jacksorville, IL 62650

Brief Description: A weekend German language camp has been held each fall on the campus of MacMurray College since 1978. When the camp was first organized, it received a grant from AATG. One full year of German is required in order to participate in the event, which begins at 5 p.m. on Friday and ends at noon on

Sunday. Students participate in folk songs, folk dancing, lawn and table games, baking, crafts, and conversation groups. Each participant pays $15 for the weekend.

IOWA

Contact: Marci Maiwald, 1113 Mitchell St., Ackley, IA 50601; 515/847-2196

Brief Description: Organized by two secondary-school French teachers with the help of their colleagues, the weekend French immersion camp called "Auberge de Jeunesse" was awarded an Iowa Humanities Grant in the fall of 1979. The event was repeated in October 1980. Although the outside funding has been terminated, the camp organizers plan to sponsor the immersion weekend in the fall of 1983. Over 100 second-year French students from many different high schools have participated each year. Held at a church camp near Ackley, the camp begins at 7 p.m. on Friday and ends with brunch on Sunday at noon. Francophones visiting Iowa on various exchange programs have participated in camp activities, thus lending an air of authenticity to the "Auberge de Jeunesse." The French camp has also received the help and encouragement of faculty members from three of the state's universities. Activities conducted in French include a Mardi Gras, singing, folk dancing, and small conversation groups. (See pp. 32-42 for a detailed description of the camp.)

KENTUCKY

1. Contact: Kristine Larson, Coordinator, University of Louisville Mini-Weekends, 2208 Bell Tavern Ct., Louisville, KY 40207; 502/893-9074

Brief Description: Mini-weekend language camps in French, German, and Spanish are organized by the Department of Modern Languages at the University of Louisville. High school students enrolled in one of the target languages are invited to attend the events, which last from Saturday morning until noon on Sunday. The fee is $27 per participant. Held on the Shelby Campus of the University of Louisville, the mini-weekends give participants the opportunity to speak the foreign language intensively, go through customs, use foreign currency, and join in games, songs, and dances.

2. Contact: Suzanne Keeslar, Dept. of Foreign Languages, Murray State Univ., Murray, KY 42071; 502/762-2501

Brief Description: A total immersion event called "Camp Adventure" has been sponsored by the Murray State Department of Foreign Languages since 1977. The intensive 24-hour program is designed for second-year to advanced high school students in French. The camp is held at the Youth Station facilities in the Land Between the Lakes. Campers participate in cultural and creative activities such as cooking, simulated travel, fables, popular music, and games--all conducted in French. The cost of the camp per participant is $11.

LOUISIANA

Contact: James Domengeaux, Chairman, Council for the Development of French in Louisiana (CODOFIL), P.O. Box 3936, Lafayette, LA 70502; 318/233-1020

Brief Description: The Council for the Development of French in Louisiana, in cooperation with the Association Louisianaise des Clubs Français des Ecoles Secondaires, sponsors a weekend French camp in the spring. The three-day event takes place at the Educational Recreational Youth Center near Bunkie. High school participants must be between the ages of 14 and 18 with at least one year of high school French or equivalent native proficiency. The camp is limited to 100 participants, and priority is given to groups of seven or more students accompanied by their French teacher. Each participant pays $40, which covers two nights' lodging and meals from Thursday night through late Saturday. Activities include sports, boating, skits, folk dancing, singing, and hiking--all conducted in French.

MARYLAND

1. Contact: Ann A. Beusch, Specialist, Foreign Languages, ESOL and Bilingual Education, Maryland State Dept. of Education, 200 W. Baltimore St., Baltimore, MD 21201; 301/659-2345

Brief Description: A state-sponsored honors program for students in grades 7-12 accepts gifted students in French, Spanish, and German. In the summer of 1982, the program was held on the campus of Western Maryland College in Westminster. There are 20 participants in each language, each paying a fee of $250 for the two-week session. The participants, selected on the basis of past achievement in foreign languages, test scores, and

teacher recommendation, take part in activities that include films, music, skits, games, guest speakers, field trips, projects, and debates.

2. Contact: Louise G. Winfield, Coordinator of Foreign Languages, Room 258, Educational Services Center, 850 Hungerford Dr., Rockville, MD 20850; 301/279-3440

Brief Description: "Camp Habla Español," a 12-day Spanish language and culture camping experience sponsored by the Montgomery County Public Schools, is open to students enrolled in grades 7-12 who have completed at least one year of Spanish or the equivalent. The camp is held at the Lathrop E. Smith Outdoor Education Center in Rockville. The camp fee is $200. Activities conducted in Spanish include games, sports, arts, crafts, music, dancing, cooking, movies, and guest speakers. Fifty-seven students participated in the 1982 summer camp. Applicants are accepted on a first-come, first-served basis.

3. Contact: Director, French International School French Language Camp, 9600 Forest Rd., Bethesda, MD 20814; 301/530-8260

Brief Description: A three-week summer day camp in French is sponsored by the French International School. Junior and senior high school students who have studied French for at least one year may apply. All applicants must be interviewed for acceptance. The camp takes place from 9 a.m. to noon on the grounds of the school. The $300 fee per participant covers all materials and samples of French cooking. Campers are introduced to French customs, participate in French songs, games, plays, and conversation groups, and learn about various geographical regions in France. A certificate of achievement is presented to participants who complete the camp.

4. Contact: Gladys Lipton, Program Coordinator of Foreign Languages, Board of Education, 2644 Riva Rd., Annapolis, MD 21401; 301/224-5424

Brief Description: Anne Arundel County Public Schools sponsor three language camps for students of French and Spanish. A five-day Spanish culture and language camp takes place in the summer and is open to students who have completed Levels I and II (or higher) in junior and senior high schools. Participants must also be recommended by their teachers as highly able students of Spanish. Called "Camp Español del Río," the event is held at the Arlington Echo Educational Center and costs $60 per student. Activities are conducted in Spanish and include swimming, canoeing, sports, crafts, dancing, cooking, scavenger hunts, nature trails, mini-Olympics, and guest speakers. Fifty-two students participated in the 1982 camp.

Weekend immersion camps in French and Spanish accept Anne Arundel County students in Levels III, IV, and V of the target languages. Eighty students participate in "La Reunión Española" and 80 in "La Réunion Française," which take place at the Arlington Echo Educational Center. The fee for the 24-hour event is $20. Activities include skits, guest speakers, dancing, singing, mini-Olympics, quiz programs, cooking, and conversation groups. A faculty skit rounds out the program.

MINNESOTA

1. Contact: Odell Bjerkness, Director, International Language Villages, Concordia College, Moorhead, MN 56560; 218/299-4544

Brief Description: Concordia now has campsites for eight languages (Danish, Finnish, French, German, Norwegian, Russian, Spanish, and Swedish), located near several different towns in Minnesota. A Swiss program, which focuses on Swiss culture and on both of Switzerland's major languages, French and German, was added in 1982. Concordia offers two types of programs: summer sessions and mini-camps.

Summer sessions. All eight Language Villages have three levels of instruction to meet the needs of students between the ages of 7 and 18. One-week sessions in French, German, Norwegian, and Spanish are reserved for young campers, 7-12 years old. Two-week sessions in all eight languages are open to students 9-18, whether or not they have had any foreign language training or experience. High school credit may be earned in a special four-week program for advanced students. In 1982 the cost of a one-week session was $170 and the two-week session $340; the credit program was $725.

Mini-camps. Mini-weekends (Friday late supper through Sunday noon) and Mini-weeks (Thursday noon through Sunday noon) take place from October to May in French, German, Norwegian, and Spanish. Students from any school district are invited to participate and do not necessarily need to be accompanied by a teacher. The cost of a Mini-weekend program is $53 (1982), which includes all instructional materials, room, and board. The cost of a Mini-week is $72.

Anyone interested in receiving information, brochures, and the Interpreter (the Village newsletter), may do so at no cost by writing to the director.

2. Contact: Jermaine D. Arendt, Consultant for Modern Languages, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, MN 55413; 612/348-6014

Brief Description: Students in grades 7-9 in any Minneapolis public or private school can participate free of charge in language activities in French, German, and Spanish at Camp Tamarac on the St. Croix. Camp facilities include eight villages (each with seven cabins and a lodge), a nature/media center, two dining centers, and waterfront facilities for swimming and boating. Tamarac's modern language camp is sponsored by the Minneapolis Public Schools, the City of Minneapolis, and the Metropolitan YMCA.

MISSISSIPPI

Contact: Jack Davis Brown, Dept. of Modern Languages, Univ. of Mississippi, University, MS 38677; 601/232-7282

Brief Description: A seven-day summer language camp in French called "Camp Français" is sponsored by the Department of Modern Languages at the University of Mississippi. Students who have had at least one year of French and have completed the ninth grade are accepted. The camp is held on the campus of the University of Mississippi near Oxford. The $135 fee per participant includes housing in an air-conditioned dormitory, a camp shirt, accident insurance, and access to recreational facilities. Meals cost an additional $8 a day and can be purchased at several University food facilities. Held the third week of June, the camp begins on Sunday afternoon and ends by noon the following Saturday. Campers speak French while participating in such activities as cooking class, games, athletic events, drama, excursions, films, and television. Mornings are spent in conversational groups, led by native speakers, where vocabulary is developed for the afternoon's activities.

NEBRASKA

Contact: Karen Mullen, Camp Director, International Language Camp, 316 S. 51 Ave., Omaha, NE 68132

Brief Description: A week-long language camp in French, German, and Spanish is held in July at a YMCA facility near Louisville, Nebraska. Students ages 11-17 from any school district as well as from other states are accepted. The total number of participants for all three languages is between 68 and 85. The

campers participate in sports, crafts, cooking, folk singing, Mardi Gras, and small conversation groups. Additional language and cultural emphasis is given in daily activities by the separate language groups.

The major portion of the cost is covered by a $125 fee (1982) paid by each camper for the week. Fund-raising projects such as selling foreign language-inscribed T-shirts, foreign candies, and calendars contribute a small amount to the cost of running the camp. Several foreign language associations in Nebraska have contributed to the operation of the camp in amounts ranging from $50 to $500. In addition, the Nebraska Department of Education prints the camp brochure and sends out an initial mailing to all foreign language teachers in the state.

NEW JERSEY

Contacts: Barbara Oberding, 1061 Prospect Ave., Mountainside, NJ 07092, 201/376-6300; Mary Onofrietto, 3 Blackthorn Rd., Warren, NJ 07060, 201/932-7851

Brief Description: For the past three years, the New Jersey Chapter of the AATG has conducted a total immersion weekend for high school students of German. The purpose is to provide these students with a total German environment. All activities, including hiking, singing, dancing, arts and crafts, and various sports sessions are conducted in German. Each teacher from the 15 to 20 participating high schools is allowed to bring 5 or 6 students and is involved not only in planning the weekend but also in conducting at least one workshop. In 1980 and 1982 the event was held on the campus of the Lawrenceville School. Campers pay a $7 registration fee; the remaining costs are subsidized by the German government, AATG, and various local fund-raising projects.

NEW YORK

1. Contact: Marjory E. Clark, Norwich Senior High School, Norwich, NY 13815

Brief Description: Norwich High School has sponsored yearly weekend language camps since 1975. The site for each camp depends on the season of the year. In the fall, weekend camps take place at Rogers Conservation Center in Sherburne; in the winter, Colgate University French House in Hamilton hosts language campers while regular students are on break; in the spring, a YMCA camp with a lodge and cabins provides shelter and facilities for outdoor activities. Fifty participants in French have taken part in each of the weekend language immersion events. The staff is all volunteer, and each participant pays a fee, which can be as low as $10 (one night at a YMCA camp with participants bringing some of the food). More elaborate facilities with food included require a fee of $35 per student for the weekend.

In addition to organizing French language camps for her own high school students, Ms. Clark has served as co-chairperson of the Total-Immersion Committee for the New York State Association of Foreign Language Teachers. The goal of the committee is to help teachers all over the state plan weekend language camps for students at all levels of achievement and ability.

2. Contact: Walter Kleinmann, District Coordinator of Foreign Languages, New Hyde Park Memorial High School, 500 Leonard Blvd., New Hyde Park, NY 11040; 516/328-4676

Brief Description: A 17-day summer language immersion camp in French, Spanish, and Italian was first organized in 1981. Students are required to have two years or the equivalent of the target language in order to participate. Campers range in age from 14 to 18. The fee for students from the Sewanhaka Central High School District is $306; students from outside the district pay a fee of $525. The camp takes place at the Queens College Center for Environmental Teaching and Research in Caumsett State Park, Lloyd Neck. Most of the activities focus on improving language skills through small-group activities. Campers also have the opportunity to participate in plant and animal nature studies, music, and horseback riding.

3. Contact: Stephen L. Murphy, 1445 Ridge Rd. East, Webster, NY 14580

Brief Description: Eighth-grade students who are in their second year of French take part in an overnight language camp held at the local YMCA. Participants come from several different schools in the district to join in the language immersion activities. Volunteer teachers are in charge of various activities and students are divided into small groups for participation on a rotating basis. Most of the activities are instructional games in which students compete for ribbons and prizes. The fee for the event is $10 per student. This type of camp has been sponsored since 1978. The organizers find that the camp experience has very positive effects on the motivation and comprehension of the French students.

(For a description of the summer program at Kenmore East Senior High School in Tonawanda, see Hyatt and Aloisio, p. 48.)

NORTH CAROLINA

Contact: Sofus E. Simonsen, Dept. of Foreign Languages and Literatures, North Carolina State Univ., Raleigh, NC 27650; 919/737-2475

Brief Description: A weekend German language camp has taken place during the spring for the past two years at Camp Caraway near Ashboro, North Carolina. The camp organizers received a $1400 grant from the national AATG, and an additional amount from the Goethe Institute. In 1982, 60 participants each paid $25 for the three-day event. Some of the fee is returned to the students in German marks to spend at the camp store. Most of the campers are third- and fourth-year German students from throughout North Carolina. A few outstanding second-year students are selected on the basis of special recommendations from their German teachers. The staff includes faculty members from North Carolina State University and from local high schools. Several parents, all native speakers of German, have joined the staff as counselors.

OHIO

1. Contact: Gerard Ervin, Department of Slavic Languages and Literatures, The Ohio State Univ., 1841 Millikin Rd., Columbus, OH; 614/422-6733

Brief Description: Since 1975, faculty members at Ohio State University have sponsored a weekend Russian camp for high school students and teachers at a 4-H camp near Columbus. Beginning in the fall of 1982, the camp will take place every other year. Participants represent many different high schools where Russian is taught. The camp fee for the weekend is $20 per participant. (For more details, see Ervin, p. 47.)

2. Contact: Michele S. Davis, Dept. of Romance Languages and Literatures, The Ohio State Univ., 1841 Millikin Dr., Columbus, OH 43210; 614/263-4630

Brief Description: A six-day summer language camp in Spanish is sponsored by the Department of Romance Languages at Ohio State University. The event takes place at Camp Clifton, 12 miles south of Springfield. Students between the ages of 14 and 18 who have had at least one year of Spanish are accepted. The $150 fee includes room, board, and all recreational and cultural activities. Typical camp activities include conversation groups, games, sports, swimming, crafts, singing, tasting foreign foods, cultural evenings, dramatics, and nature hikes.

3. Contact: Bonnie D. Lisko, Modern Languages Dept., Capital Univ., Columbus, OH 43209; 614/236-6916

Brief Description: Any high school student in third- or fourth-year French, German, or Spanish is invited to participate in the weekend language camps sponsored by Capital University. Thirty students in each language spend a spring weekend together at a church-owned camp 30 miles from Columbus. The many activities conducted in the target languages include games, nature hikes, folk singing, and small conversation groups. Meals served in the lodge dining hall represent the cuisine of the target cultures. A certificate is awarded to those who successfully complete the weekend speaking only the foreign language. The fee for each participant is $30.

4. Contact: C. P. Richardson, Director, OU Summer Language Camp, Ellis Hall, Ohio Univ., Athens, OH 45701; 614/594-5795

Brief Description: For the past eight years, the Modern Language Department at Ohio University has sponsored a language camp for high school students. The eight-day total immersion program in French and Spanish takes place the third week in June on the Athens campus. The purpose of the camp is to give language students in southeastern Ohio and bordering states the opportunity to improve speaking skills, communicate with native speakers, increase vocabulary, and broaden cultural experiences through the many activities organized by the staff. (For a detailed description of the camp, see pp. 25-32.)

5. Contact: John D. Durden, Foreign Language Curriculum Specialist, Akron Public Schools, Office of Secondary Education, 70 North Broadway, Akron, OH 44308; 216/253-2150

Brief Description: Six-day summer language camps in French and Spanish are sponsored by the Akron Public Schools. Participation is limited to seventh-, eighth-, and ninth-graders who are residents of Ohio. Each participant must be recommended by his or her foreign language teacher. The Spanish camp, called "La Tierra de Campeones," was first organized in 1981 with the help of a generous grant from the Martha Holden Jennings Foundation. The Spanish camp is held the third week of June at Camp Christopher in Bath. The fee is $130 (1982). The French camp, "Le Pays des Champions," was organized in 1982 with an additional grant from the Jennings Foundation. Because of the grant, the fee for students in the French camp was reduced to $90 per camper. The French camp is held the fourth week in June at Camp Wanake, located near Beach City. The program of the camps is designed to sharpen speaking and comprehension skills and to provide opportunities for campers to experience various aspects of the target cultures. Activities include conversation groups, games, sports, crafts, folk dancing, singing, dramatics, cultural evenings, and buying/bargaining.

PENNSYLVANIA

Contact: Fred E. Oppenheimer, Language Camp Director, Dept. of Foreign Languages, Millersville State College, Millersville, PA 17551; 717/872-3526

Brief Description: Six-day summer language camps in Spanish and German held on the campus of Millersville State College are open to any student who has completed two years of either of these languages. Spanish and German are spoken at all official camp programs, including instructional activities, athletic events, and meals. Students are housed in college dormitories, where live-in staff members are available for informal discussions and advice. The camp language immersion experience is designed to boost speaking and comprehension skills quickly and is especially recommended for students who plan to go abroad. The fee for the event (Sunday afternoon to Friday evening) is $130 per participant. Enrollment is limited, and applications are accepted in the order received.

SOUTH CAROLINA

Contact: Paula Fordham, Foreign Language Consultant, Charleston County School District, 3 Chisolm St., Charleston, SC 29401

Brief Description: Initiated in 1982, three-day summer camps in French and Spanish are sponsored by the Charleston County School District. High school students who have studied the target language for one year participate in the camps, which take place at the St. Christopher Camp and Conference Center. Campers pay $50 each, which includes all meals and two nights' lodging. Teachers and guest native speakers receive room and board free in exchange for serving as staff members. Activities include conversation groups, crafts, folk dancing, singing, and swimming at a nearby beach.

SOUTH DAKOTA

Contacts: Jean and Reuben Peterson, Co-directors of Language Camps, Box 2199 Humanities Building, Augustana College, Sioux Falls, SD 57102; Office: 605/336-5478; Home: 605/332-7275

Brief Description: A summer language camp program has been held on the campus of Augustana College for the past ten years. In 1982 there were 42 participants in German, 30 in French, 15 in Norwegian, and 30 in Spanish. Forty of the students stayed in the college dormitories, while the rest commuted from home each day. Participants pay $50 for the one-week session (not including dormitory fee). Campers who have just completed grades 5 or 6 are accepted, whether or not they have had any previous language instruction. Two levels of instruction are offered in each language: one for beginners and another for participants who have had some previous experience in the target language. Activities include small-group conversation, games, crafts, sports, and creative dramatics in the target languages. On the final day of camp there is an authentic meal from the foreign culture for each language group, followed by a program for parents and friends.

TEXAS

1. Contact: Dee Moynihan, MacArthur High School, 2923 Bitters Rd., San Antonio, TX 78217

Brief Description: A three-day summer language camp in French, German, and Spanish is sponsored by the San Antonio Association for Gifted and Talented Children. The Lost Oaks Ranch in Bandera is the site of the camp, which takes place in early June. Students enrolled in the middle school program for gifted and talented children are invited to participate. Twenty students in each language are accepted. Each participant pays $80 to cover room, board, and all activities, including horseback riding, swimming, and canoeing. The target languages are spoken during camp activities.

2. Contact: Otto W. Tetzlaff, Dept. of Modern Languages, Angelo State Univ., San Angelo, TX 76909

Brief Description: A two-week German summer language camp is open to students between the ages of 13 and 18 from any school district. No previous study of the language is required; participants are divided into groups according to skill level. The fee per camper is $300. Some private donations help support the camp, which was first organized in 1971. The camp location varies from summer to summer. Activities include German life situations (post office, grocery store), conversation groups, arts and crafts, and German songs and skits.

UTAH

Contact: A. Bruce Dursteler, Supervisor of Foreign Languages, Weber County School District, 1122 Washington Blvd., Ogden, UT 84404

Brief Description: The Weber County school district has sponsored week-long Spanish and German camps each summer since 1977. The camps are held at the North Fork Environmental Center, a district-owned facility located in a mountain setting north of Ogden. The facility has dormitories, a kitchen, common area, patio, and storage area with a complete inventory of teaching materials. Fifty to 60 students participate in each language camp session. The cost is $50 per student, with the district providing another $35 per student. The staff includes local foreign language teachers and guests representing the target cultures. A store and a bank provide foreign currency

in exchange for dollars. Campers participate in craft activities, singing, folk dancing, and the preparation of meals typical of the target cultures.

VIRGINIA

1. Contact: Elizabeth B. Neatrour, Professor of Russian, Dept. of Foreign Languages and Literatures, James Madison Univ., Harrisonburg, VA 22807; 703/433-6128

Brief Description: A fall weekend language camp in Russian is sponsored by the Department of Foreign Languages and Literatures at James Madison University. Held at Camp Overlook near Harrisonburg, the event brings together high school and college students from all areas of Virginia. Second-year (and above) Russian language students attend with their own teacher responsible for the delegation. The Russian Center at the University of Virginia has provided funding for four native speakers of Russian to act as counselors. Each student pays $15 to attend the camp. Activities include an Olimpiada (an oral Russian contest), skits, folk dancing, singing, games, films, and a Russian Orthodox worship service.

2. Contact: Donald C. Humbertson, Coordinator, Foreign Language Enrichment Program, Area III Office, 730A Marshall Rd., S.W., Vienna, VA 22180

Brief Description: First organized in 1981, weekend language camps in French and Spanish continue to be sponsored by the Fairfax County Public Schools, which contribute $600 to the event. Each participant pays $20 for the 24-hour language immersion experience. One year of the target language is required, and students must be enrolled in the foreign language enrichment program in order to participate. One hundred fifty students equally divided between French and Spanish participate in the camp, which takes place at the Prince William Forest Park in Dumphries. Activities include several different types of games, a scavenger hunt, skits, a songfest, folk dancing, films, and a nature hike.

3. Contacts: Judith L. Shrum, Foreign Language Dept., Virginia Tech, Blacksburg, VA 24061; Kathy Heilenman, Dept. of French and Italian, Northwestern Univ., Evanston, IL 60201; 312/492-5490

Brief Description: An eight-day summer language camp in French, German, and Spanish has been held on the campus of Virginia Tech (Blacksburg) since 1981. Participants between the ages of 13 and 17 are accepted, provided they have had at least one year of the target language. A letter of recommendation from a foreign language teacher is also required. The cost per camper is $135 and includes everything except transportation to camp and pocket money. Scholarship money for participants was made available in 1982 by the Provost at Virginia Tech. All camp activities are conducted in the target languages. Native speakers of French, German, and Spanish are members of the staff. Activities include cooking, folk dancing, drama, newspaper, sports, a Kermesse, and foreign language films.

WASHINGTON

1. Contact: John Eiland, Highline Public Schools, Educational Resources and Administrative Center, 15675 Ambaum Blvd., S.W., Seattle, WA 98166; 206/433-2473

Brief Description: The Highline School District has conducted weekend language camps in French, Spanish, Russian, and German since 1969. The events are held at Camp Waskowitz, the district's environmental education facility located 35 miles from Seattle, in the foothills of the Cascade Range. In recent years, the camps have operated in conjunction with other school districts and have an enrollment of 85-140 participants in each language. Teachers must accompany students from each school, and together they plan activities for the weekend. Activities include hiking, rock-climbing techniques, folk dancing, cooking, culture study, crafts, and presentation of skits. No English is permitted. Students must be completing at least the second year of study in the target language. The fee, exclusive of transportation, is $18.75 per participant for the weekend.

2. Contact: Marjorie Wintersteen, Camp Director, 7030 Mill Ct. S.E., Olympia, WA 98503

Brief Description: Canoe Island Camp is a summer French camp which is privately owned but run on a nonprofit basis. There are five two-week sessions held in July and August for boys and girls 10 to 15 years of age. The camp is held on a 45-acre private island in the San Juan Islands off the coast of the state

of Washington. The fee for the two-week session is $500 for each participant. Activities include folk dancing, singing, cooking, sports, arts, and small conversation groups. Students with no previous French instruction may attend. Many of the counselors are French native speakers.

3. Contact: Cenobio Macías, Woodrow Wilson High School, 1202 N. Orchard, Tacoma, WA 98406

Brief Description: Week-long language camps in French, Spanish, and German have been sponsored by the Tacoma Public Schools each spring for the past seven years. Students miss a week of classes, but they have ten weeks to make up their work in other courses. The students selected to participate are those who (1) have studied a language for three years or more and (2) receive a positive recommendation from their language teacher. The maximum number of students in each language is 30. Some students are accepted from outside the Tacoma district. The $100 fee covers lodging, food, transportation, insurance, consultants, and materials. The camps are held at Ft. Worden, a former Army facility located 90 miles from Tacoma. Some of the activities included in the camp are cooking, crafts, folk dancing, hiking, singing, soccer, and stained glass making. The target languages are spoken at all camp activities.

WISCONSIN

Contact: Doris Berteau, Foreign Language Coordinator, Racine Public Schools, 2220 Northwestern Ave., Racine, WI 53404; Art Hanschel, 5728 Sandy La., Racine, WI 53404

Brief Description: A two-week summer day camp for French, Spanish, and German students is sponsored by the Racine Unified School District. Students entering the 6th through the 12th grades are accepted for participation, even if they have not studied the target languages. Participants pay the District summer school fee plus a small amount to cover food costs. During the first two years of the program (1977-79), federal grant money was obtained to develop materials. Campers participate in sports, nature study, and swimming while learning to speak the target language.

II. DETAILED DESCRIPTION OF TWO LANGUAGE CAMPS

A. OHIO UNIVERSITY'S WEEK-LONG SUMMER LANGUAGE CAMP

Opportunities for high school students to improve their skills in music, forensics, and sports are often provided on college campuses during the summer, but rarely are students given the chance to become more proficient in a foreign language, unless they can afford a trip abroad. For the past eight summers, the language camp at Ohio University has drawn enthusiastic students between the ages of 13 and 17 to a week-long total immersion experience in French and Spanish. An average of 70 participants are housed in a dormitory, with different floors for each language group and separate wings for men and women. The facility also includes a large meeting area, several lounges, rooms for small-group activities, and kitchens for cooking classes.

Although "camp" in this case does not mean bedding down in tents under the trees, it does evoke the fun and comradeship that come from living together and participating in well-planned activities. The first two years we had small but very enthusiastic groups in German; the third year there were too few applicants, and that part of the program had to be cancelled.

Preparation for the camp begins some eight months prior to opening day (the third week in June). Details of the event and application forms are sent to high school language teachers in Ohio and its bordering states. This material is first mailed out in October so that students can begin thinking about attending; then in March we send the same packet and ask teachers to encourage interested students to apply. The goal of the camp is to provide students with the opportunity to use the target language as a means of oral communication while they participate in such culturally oriented activities as singing, dancing, games, cooking, crafts, and sports. The foreign language is spoken at group gatherings and at all other times outside the sleeping rooms. Language tables are organized for lunch and dinner, with leaders sitting among the participants to encourage conversation.

By participating in activities, students broaden their vocabulary outside the classroom and acquire self-confidence as they

become more accustomed to expressing themselves in the language they have studied. A minimum of one year of training in the language is required. When surrounded by people speaking a foreign language, some participants go through the same bewilderment and culture shock that one might expect them to experience in a foreign country. These emotions and reactions make an interesting topic of conversation for the students and help prepare them for a future trip abroad.

Staffing

Selection of leaders is based on the following criteria: (1) fluency in the target language, (2) ability to communicate well with high school students, and (3) skill in teaching one or more activities. The ideal staff member is a fluent speaker with a sense of humor and a patient listener who can lead at least two activities. Another desirable quality that should be mentioned is personal dedication. Since the camp is run on a nonprofit basis and fees are kept as low as possible, financial remuneration to the staff by no means equals the amount of time, energy, and enthusiasm expended. Some volunteers are willing to lead an activity during the five-day period.

The staff for a group of 70 participants includes a camp director, directors and assistant directors for each language, and three or four counselors for each group. At least two staff members in each language must reside in the dormitory as chaperons. Normally two or three of the directors are faculty members in the Department of Modern Languages at Ohio University, where they coordinate preparations that must go on during the academic year. Qualified high school teachers are actively recruited along with foreign students, who must fulfill the other two requirements for staff members (i.e., they must communicate well with high school students and be able to teach a specific skill). Native speakers are highly desirable because some participants have never met a person from another country.

Fees

The fee per participant for the eight-day camp is $140. Eighty-three dollars of this amount goes directly to the University for room, board, and insurance. The fee covers such services as a well-staffed health center and lifeguards for the pool. A wide range of recreational facilities is open to camp participants. The camp staff also makes use of audiovisual materials and equipment available through the language laboratory on campus. The remaining $57 of the camp fee must cover staff salaries and supplies. This requires very tight budget planning.

Morning Activities

Several weeks before camp begins, participants are sent a list of activities and asked to indicate two in which they would like to take part every day. The aim of the morning sessions is to provide a continuity of focus so that participants might acquire a skill in that activity and become more conversant about what they are doing. For example, in folk dancing the first session would be spent learning a simple dance as well as such useful expressions as "join hands," "circle," etc., and then more complex dances would follow each day. Since each activity group exhibits its skill the final night of camp, the spirit of competition is keen. A cooking class once made 70 miniature cream puffs for the entire camp to sample. For the afternoon session, participants are asked to choose two or three activities that are different from their morning interests and try them on a one-time basis. If they wish to continue they may, but they must participate in at least two afternoon sessions during the week. A student might join the singing group the first afternoon, take a cooking class the next, and try folk dancing on the following day.

Each year certain activities are dropped and others added, depending upon participants' interests and the success of the activity. One summer, French participants enjoyed making their own puppets and performing a short play. The following year this activity was selected by so few participants it had to be cancelled. We then experimented with videotaped dramatics, which turned out to be very successful. The following list includes the most popular activities in the Spanish camp. (An asterisk indicates similar activities used at the French camp.)

*Folk Singing: Learning songs in Spanish from various countries (including Puerto Rico, Cuba, Mexico, and Spain). A booklet with words to the songs is given to each participating student. These songs are perfected, and some are performed at the final evening's festivities.

*Folk Dancing: Learning various folk dances (including some from Mexico and the Caribbean area). A tape of the music and a description of the dances are given to each participant to take home so that he or she might teach others. Several dances are performed in costume the final evening.

*Cooking: Each session is spent preparing a Mexican or Spanish dish, learning about the country, and practicing vocabulary necessary for preparation of the food. A booklet with recipes used in camp and useful expressions is given to the participants so that they can continue their interest at home.

Arts and Crafts: Instructions and lessons in Spanish are provided for the construction of piñatas (the papier mâché figures so common in Mexican celebrations), ojos de dios (a diamond-shaped yarn and wool hanging with origins in the culture of the Indians of northern Mexico), and paper flowers (common at fiestas and other Latin American celebrations). All crafts are put on exhibit the last evening, and students may take them home.

*Newspaper (journalism): Participants interested in perfecting their writing ability are given the opportunity to write articles, news announcements, an advice column, crossword puzzles, etc., which are published in the camp newspaper at the end of the week and distributed to all participants.

*Dramatics on Videotape: Participants prepare short skits or write their own spoofs on TV commercials, game shows, etc., and record them on videotape. The best ones are chosen for viewing by the whole camp on a large TV screen the last night.

Our goal is for the participants to enjoy the activities each day and to acquire the skills to share their interests with classmates or language club members at home.

Afternoon and Evening Activities

The first year of camp we required that students participate every day in the activity session after lunch. We found that their energy and interest began to lag at that time, so the following year we asked them to participate two days out of five. This system worked better, because those who were enthusiastic took part every day, and those who were worn out had time to recuperate for activities later in the day. During the free time period (3-5 p.m.) the staff took a much-needed break, but language projects were still available to the students: Monopoly, Scrabble, and card games all in the foreign languages; videotape players with cartoons; and music from different countries on tapes and records. For those who sought physical relaxation, all the sports facilities of the university were open to the participants, including tennis, swimming, and handball.

An after-dinner activity that has become more and more popular each year is soccer. Since the game is typical of countries where French and Spanish are spoken, teams were formed in each language group. The two teams soon became keen competitors, thanks to the excellent instruction from the Venezuelan and Algerian students on campus, who eagerly taught the game while speaking the target languages. Many female participants learned to play for the first time, while other campers preferred to

cheer in French or Spanish from the sidelines. When it became too dark to play, everyone returned to the dorm to dance at the international disco, see feature-length movies and shorts, or participate in bingo, spelling bees, and cultural quiz competitions--all in the target languages.

A Wednesday afternoon picnic excursion makes a nice break in routine. We took the participants to a state park where they could swim, hike, and improve their outdoor vocabulary by taking part in a special scavenger hunt. We gave them a list of 20 items in the target languages (they had been told to bring dictionaries), divided them into teams of two persons, and gave a prize to the first team back with everything on the list. The list had been carefully thought out in advance so that no harm would be done to the park. For example, the only flower on the list was the dandelion, which grows abundantly in the fields. Leaves from various trees had to be dead ones. We also included such expressions of measurement as "six centimeters of dead bark" and "a pinch of sand." A treasure hunt can also be planned, if one has knowledge of the terrain in advance.

Scheduling

Each year we reevaluate the distribution of time, taking into consideration the opinions of participants who complete a final evaluation form. Although we want to avoid the rigidity of a classroom schedule, too much free time and lack of structure can be detrimental to the goals of the camp. Responding to the suggestion of participants, we added a morning conversation period immediately after breakfast in order to get the day started in the target languages. Students are divided into groups of four or five according to their oral proficiency level. A staff member works with each group, using techniques appropriate to the level. During the rest of the day's activities the students are no longer divided according to their ability to speak.

7:00- 8:00	Breakfast
8:15- 9:00	Conversation groups
9:05-10:15	Activity I (same each day)
10:20-11:25	Activity II (same each day)
11:30- 1:00	Lunch (language tables)
1:15- 3:00	Activity III (varies each day)
3:00- 5:00	Free time
5:30- 6:30	Dinner (language tables)
6:30- 8:30	Organized group activities outdoors
8:30-10:30	Organized group activities indoors
11:00	Lights out

Camp Booklet

Each participant receives a booklet containing the above schedule, a list of activities and where they meet, information on recreational facilities available during free time, a list of names and addresses of all participants and staff, words of songs for group singing, recipes for cooking classes, descriptions of folk dances, maps of the countries where the target languages are spoken, and a list of many useful expressions. All the menus from the cafeteria are translated into the target languages and included in the booklets, which are compiled by language. These booklets are available to participants only and are completed just before camp begins.

Creating Atmosphere

Much of the fun and instructional value of the camp is provided through attention to details. On arrival day, the lobby of the dormitory is decorated with many flags, streamers, and posters. French and Spanish staff members play the guitar and sing, while others dressed in native costumes help the students register. A "passport" (meal ticket stapled inside) is issued to each person with instructions to carry it at all times, thus teaching one basic responsibility of traveling abroad. After passing through the customs area, where the participants are asked in the target language if they have anything to declare, the "passport" is stamped (in the language) and the registration process completed. The sleeping rooms are identified by signs indicating capital cities in Latin America for the Spanish group and major cities in France for the French speakers. It is much more interesting to reside in Buenos Aires or Paris than in room no. 256 or 305. Maps of the foreign countries are taped to the walls of the corridors so that the less-known cities can be located geographically. The second night of camp, a blank map is given to each participant and a prize awarded to the person who can situate correctly the greatest number of cities used as room locations. Bathrooms are also decorated with instructional materials. Signs are taped to mirrors using the imperative form of verbs: "Brush your teeth," "Hang up wet towels," "Turn off the light," etc.

An international bazaar stocked with small flags, picture postcards (with scenes of Paris), comic books in the target languages, buttons with slogans, dictionaries, games, and so on, is open on arrival day and for a short time each evening. The small profit from the sales is used for other camp activities, e.g., a cheese-tasting party the first night. Camp participants are surprised to find that they like most of the ten different cheeses offered, which, they say, they would never have had the

courage to order from a menu. We ask them to write down in their camp booklet their three favorite types so that they can try some when they travel abroad. A similar favorable attitude is expressed in cooking classes, where "weird" dishes are found to be very tasty. Broadening of gastronomical experience is an important part of appreciating a foreign culture.

Final Evening Awards and Festivities

The grand finale of camp activities takes place on Friday evening before Saturday morning departure. All participants, along with members of the community, enjoy the craft exhibition, folk dancing, singing, dramatic performances, and the presentation of awards. Each student receives a certificate of participation (written in the target language), and many are singled out for special recognition. A prize goes to the person (or persons) who has made the greatest effort to speak the target languages, to the champion spellers in both languages, the winner of the quiz competitions, the winners of the labeling contest (at the beginning of the week a prize is offered to the roommates who can correctly label the greatest number of objects in their room; the record so far has been 215 by two 13-year-olds), to the persons with the best knowledge of the geography of the target language countries (as determined by two competitive games), and, of course, to the winning soccer team.

Evaluation

After the evening program, each student is given an evaluation form to fill out and return the following morning. The first question concerns the duration of the camp--was the camp too short or just about right? It was in response to answers to this question that we expanded the time from five days (arriving Sunday, departing Thursday morning) to eight (arriving Sunday, departing Sunday). The shorter period was less satisfactory because there was insufficient time to develop the morning activities, and the students felt that they were constantly being rushed. A longer duration gives participants time to acquire skill in activities but not to become bored. Although some interest has been expressed in a two-week camp, the higher fee would probably eliminate many interested students in the area. Participants are also asked what activities they liked best and least, what they would have done with more free time (was it too much or just right?), and what suggestions they would like to make for the planning of future camps. The overwhelmingly positive attitude expressed on the evaluations has been our greatest encouragement.

Unsolicited letters from teachers of former participants provide gratifying feedback as to the effectiveness of the camp program. One teacher wrote that her student had made remarkable progress in speaking and that his enthusiasm was infectious. A videotape of the final evening's festivities and slides of camp activities, along with a narration, are available to all former participants for viewing in their language club meetings, where they often share the skills learned at camp.

College Credit

High school juniors and seniors with recommendations from their language teachers and principals can apply for admission to the university summer school with special student status in order to earn college credit in the language camp program. Eligible students can earn one to three hours of credit that will count toward the total number of hours needed to graduate from Ohio University, but do not count among the number of hours needed in the language major. A grade of CR (credit) is given, and the number of hours is determined by the performance of the student admitted to the credit program. This figure is based on the staff's evaluation of (1) a daily journal, (2) improvement in language skills during 30 hours of organized activities, and (3) improvement of speaking skills outside organized activities, as shown through conversations with native speakers and other staff members.

Participation in the language camp is limited to residents of Ohio and bordering states. When there are more than 35 applicants in each language (French and Spanish), Ohioans are given priority. For an application, a brochure, or more information, contact C. P. Richardson, Director, O. U. Summer Language Camp, Ellis Hall, Ohio Univ., Athens, OH 45701.

B. EUROPE COMES TO IOWA: A WEEKEND LANGUAGE CAMP[1]

Two foreign language teachers in Iowa dreamed of having their students experience a trip to France. Since there was no money available to take 60 students abroad, they decided to bring France to Iowa for the weekend. Preparations were made so that participants would arrive with a facsimile of a passport, go

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[1]This description is based on information provided by Sandy Nyhus and Marci Maiwald in their booklet "Europe Comes to Iowa" (see bibliography).

through immigration and customs procedures, exchange their money for French francs, and then enter an environment of total immersion in French language and culture. The camp was held at Blakes Grove Retreat Center, located a few miles north of Ackley. The rural setting of the camp enabled the organizers to isolate the participants from their native language and create a cultural island. Renamed "Auberge de Jeunesse," the camp was transformed to resemble a French village with all the buildings and directional signs bearing French names.

The first "Auberge de Jeunesse" was held in October 1979 and was designed to reinforce language skills and stimulate the interest of students beginning their second year of French. Because of the success and enthusiastic support for the camp, "Auberge II" was held in the fall of the following year. The organizers plan a third weekend for fall 1983. The goal of the camp is to give participants the opportunity to communicate in the target language outside the classroom while they take part in sports and games; eat French food; purchase French books, candies, and games with real francs; and join in mini-sessions dealing with various topics pertaining to a specific region of France. The emphasis is on using the language as a means of communication, learning more about French culture, and having fun, thus fostering a positive attitude toward language acquisition. By talking with several different native speakers, the students gain experience in hearing a variety of French accents and become more confident in their own ability to express themselves in a foreign language.

Staffing

The codirectors of "Auberge de Jeunesse" assemble a staff that includes high school French teachers (who bring their students to camp), college students fluent in French, native speakers from the community, and college professors who are willing to offer their skills. Each staff member helps organize or lead an activity during the weekend. By sharing the program responsibilities, all staff members have time to enjoy the weekend and pick up new ideas from their colleagues.

A special effort is made to include as many native speakers as possible. Young people currently in the United States on exchange programs can be contacted through organizations such as the American Field Service (313 East 43rd St., New York, NY 10017). In Iowa, Frenchmen on a farmer exchange program participated in the camp during the weekend. Local college or university language departments or foreign student advisors can also provide names and addresses of native speakers on campus.

In many cases international students are very pleased to be invited to participate in such a weekend camp.

College students and native speakers serve as counselors in each cabin to help participants prepare their skits and play games in the target language during short periods of free time. Teachers help with organizational tasks and prepare for activities that require group participation. All members of the staff join the campers at mealtime and help keep the conversation going in French. Various duties of staff members will be mentioned below in the descriptions of camp activities.

Funding

The first "Auberge de Jeunesse" was supported by an Iowa Humanities Grant. The funds were used to pay language consultants on the project and to subsidize some of the cost of materials and expenses involved in communicating with all the French teachers in Iowa. Each student paid $35, which included room, board, and insurance for the weekend. It was necessary to charge teachers $20 to cover basic expenses, but there did not seem to be any strong objection to the fee. Since special grant money most often is not extended beyond the initial project, a weekend language camp requires careful budgeting and depends almost entirely on a volunteer staff.

The organizers of the "Auberge de Jeunesse" emphasize the necessity of obtaining support from an education agency, such as a school district, to help with secretarial tasks, printing, and the distribution of information about the camp.

Camp Schedule

Friday Evening

6:00 p.m.	Staff meeting with counselors
7:00 p.m.	Arrival of students and teachers; immigration and customs; cabin assignments; exchange of currency; sign up for culture capsules
8:00 p.m.	Introductions; songs and games in French; snack
10:00 p.m.	Return to cabins; begin preparation of skits for Saturday evening (counselors remain with students)
10:00 p.m.	Staff meeting with teachers
11:00 p.m.	Lights out

Saturday Morning

7:30 a.m.	Wake-up
8:20 a.m.	Flag raising
8:30 a.m.	Breakfast--conversation in French
9:30 a.m.	Culture capsules: (1) Money, (2) Dining room, (3) Songs, (4) Vocabulary/boutique
10:30 a.m.	Slide presentation--region of focus
11:30 a.m.	One-fourth of group (by cabins) goes to store; rest of group has free time
12:00 noon	One-fourth of group (by cabins) goes to store; rest of group has free time

Saturday Afternoon

12:30 p.m.	Lunch--conversation in French
1:30 p.m.	Mini-sessions: (1) Slang/gestures, (2) Songs, (3) Folk dancing, (4) Fencing, (5) Pétanque, (6) Cooking, (7) Promenade, (8) Arts and crafts (make carnival masks)
3:30 p.m.	One-fourth of group (by cabins) goes to store; rest of group has free time
4:00 p.m.	One-fourth of group (by cabins) goes to store; rest of group has free time
4:30 p.m.	Carnival (Mardi Gras)
6:15 p.m.	Supper--conversation in French

Saturday Evening

7:00 p.m.	Finish preparation of skits
8:00 p.m.	Entertainment; presentation of skits; sing-along
10:00 p.m.	Vespers service in French
10:30 p.m.	Return to cabins
11:00 p.m.	Lights out

Sunday Morning

7:00 a.m.	Wake-up
7:45 a.m.	Flag raising
8:00 a.m.	Breakfast--conversation in French
8:40 a.m.	Pack; clean cabins; change money; fill out evaluation questionnaire
11:00 a.m.	Depart for home

Arrival

The campers' arrival can be a valuable learning experience and very enjoyable. Tables are set up in separate areas (to avoid bottlenecks) for passport inspection, customs, money exchange, and cabin assignments. Native speakers with a good sense of humor should play the role of immigration officials. Students are sent their passports in advance and are instructed to fill them out and attach a picture. It is a good idea to have several immigration officials so that the occasion can be used to ask the students a number of basic questions in the target language such as "What is your name?" "Where were you born?" "How long are you going to stay in France?" If possible, have a rubber stamp made with the name of the foreign country so that each participant's passport can be stamped to show that he or she has officially crossed the border.

The next step is the customs table where each new arrival's baggage is inspected for contraband. A list of items forbidden at camp is sent in advance to the participants. If any contraband is found, it is sealed in a large brown envelope and returned to the student at departure time. Again, it is wise to have several customs inspectors in order to have time to ask each camper a few questions in the target language.

The student is now ready to exchange dollars for francs at the bank. A maximum of $5 is exchanged for francs upon arrival and the rest of the student's money (they are asked to bring no more than $10) is kept in the bank. The bank and the store are always open at the same time so that more money can be withdrawn as needed. The organizers of "Auberge de Jeunesse" feel strongly that using authentic foreign currency is a very important experience for the students and well worth the effort involved in obtaining funds to purchase the currency and finding a bank that is willing to supply both bills and coins. Since banks dealing in foreign currencies do not normally keep coins nor buy them back, they would do this only as a special service. The job of purchasing foreign currency must be placed in the hands of a responsible person who can pursue the task several months before camp begins.

The last stage of the arrival process is cabin assignment. Each cabin is given the name of a French city so that instead of living in cabin 6 or 8, the participant resides in Rennes or Marseille. A map of the camp with all names indicated in French is given to the student at this point. It is a good idea to print on the reverse side a map of France showing the location of cities used as cabin names. When assigning students to cabins, an effort should be made to put no more than two students from the same school together so that they will get to know their peers

from other areas. The campers are now ready to go to their cabins where they are greeted in the target language by their counselors.

Evening Activities

The first evening at camp is very important for establishing the atmosphere that will prevail during the weekend. Although camp rules need to be explained in English, this can be done as quickly as possible so that games and singing in the target language can begin. Games that require the campers to move around and meet each other work best on opening night. For example, the game "Connaissez-vous les autres?" ("Do you know the others?") is played by having participants ask each other questions. Each person is given a sheet with the following instructions: "Find a fellow camper who fits each description and have him/her sign. The same name can be used only twice." A list of 15 descriptive statements follows, and the participants must keep asking around until they find someone who fits each description: "_____ a 16 ans"; "_____ joue d'un instrument de musique," etc. A time limit is given at the start, and the camper with the most signatures wins.

There are numerous relay games using the target language. A simple one to prepare, which is exciting to play, reviews numbers. Divide the group into teams of ten players. Write numbers out in the target language on 3 x 5 cards, preparing two sets that are different but of equal difficulty. Each team member runs to the front of the room, draws a card, and writes the figure on a large sheet of paper held by a staff member (use a blackboard, if available). The student runs back and tags the next person who must run up, draw a card, and write the figure. If the student cannot write the figure or writes an incorrect one, the card is placed on the bottom of the stack. The first team to complete ten numbers wins. It is a good idea to start with easy numbers and go to more difficult ones, such as dix-neuf cent quatre-vingt dix-neuf (1999). If more than two teams participate, there can be a playoff for the championship. A game of this type goes quickly and gets the campers moving both physically and mentally. A couple of lively songs taught in the target language bring the evening to a close.

Entertainment for the second night at camp is provided by the students. Each cabin makes up a skit to be presented on Saturday evening, and a prize is awarded to the best performance that uses the target language correctly. The campers plan the skits themselves, but native speakers and counselors are present to answer questions on use of the language. Preparation time for the five-minute skits is scheduled for Friday evening after the

students return to their cabins and again on Saturday. Students can also use their free time to perfect their performances. Presentation of the skits is one of the highlights of the weekend. In addition to the student performances at the "Auberge de Jeunesse," entertainment during one session of the camp was provided by a mime who had studied in France on a scholarship.

Culture Capsules

All campers participate in each of four culture capsules in order to acquire a basic understanding of French currency, expressions used at mealtime, and shopping vocabulary. They also learn the French national anthem and a grace, both of which are sung each day during the weekend. The culture capsules take place right after breakfast on Saturday morning so that the campers can apply what they have learned throughout the day. The participants are divided into groups and move from one session to another in an established order. If the groups are large (more than ten) and enough staff is available, two or more sessions on each topic should be set up. The culture capsules include the following:

Money. A native speaker explains French currency and its value. Each student receives a handout with pictures of the bills and coins and their value in relation to the dollar. This is also a good time to review counting and numbers in the target language.

Mealtime expressions. Vocabulary sheets with important meal terms are given to each student. Suggested vocabulary: plate, cup, knife, fork, spoon, napkin, meat, vegetables, bread, butter, jelly, salt, pepper, sugar, milk, coffee, salad, cake, breakfast, lunch, dinner, food specialties. It is also helpful to include expressions such as "Pass me the _____, please," "Do you like _____?" "Yes, I like _____," "I will have some _____," "This is good."

If the campers have already been given the menu in the target language, this is a good opportunity to practice orally the items that are listed. A discussion of table manners, a demonstration of how to use the fork in the left hand while cutting meat with the knife in the right hand, and a demonstration of the difference between French and American table settings can be included if time allows.

Shopping vocabulary. The students go shopping at the camp store in the afternoon. In addition to knowing the value of French currency, they also need to be able to ask for what they want to buy. They are given a list of all the items available at the store, written in the target language. The leader also reviews

with them such expressions as "How much does this cost?" "I would like to buy _____," "I will take three of them," "Thank you," "You're welcome." If enough staff members are available, the group can be divided into smaller sections so that each camper has a chance to practice the expressions individually.

Special songs. The purpose of this culture capsule is to teach the French national anthem, which is sung each morning at flag raising, and a grace, which is sung before meals. Campers are also taught a short song that accompanies their morning exercises. The words to all three songs are given to the participants on a handout.

Region of Focus

For the first "Auberge de Jeunesse," Bretagne (Brittany) was chosen as the region of focus. Students learn about the geography and history of the area and become familiar with its particular customs and traditional costumes. Slides showing various aspects of the province make the presentation visually interesting. Students are given handouts with most of the information that is presented to them orally. Time can be set aside for students to ask questions about the region. In order to encourage careful concentration, a contest is announced before the presentation. Prizes are given to the cabin with the best score on a list of questions about the region. University professors helped the directors plan and present the program on Bretagne. The following year, "Auberge II" featured Provence in order to vary the program, since some students attended camp for the second time.

Mini-Sessions

The mini-sessions take place right after lunch during a two-hour time period. The campers choose four sessions that last a half hour each. The purpose of the mini-sessions is to give the students the opportunity to learn things that are not normally taught in the classroom. The number and variety of sessions depend on the skills of staff members who lead the activities. The following list includes topics that have been popular among language camp participants:

Slang and gestures. Every culture has body language that is unique. Students learn gestures that are typical of speakers of the target language. They also enjoy learning current slang that is not normally found in textbooks. Certain exclamatory words are fun to learn, such as aïe as a cry of pain instead of the English word ouch.

Songs. This is a very popular session with young people. The activity is all the more effective when taught by a person who plays the guitar and has had experience teaching songs in a foreign language. Participants enjoy learning songs that are currently popular in France as well as traditional folk songs.

Cooking. Students participate in the preparation of a native dish. Because of the short time period, the recipe must be a simple one. Some of the preparation can be done in advance by the staff so that the students can carry out the final steps and sample the dish. Handouts with recipes that participants might want to try at home are provided.

Native games and sports. Campers at the "Auberge de Jeunesse" learn how to play pétanque (sometimes called boules), a game that one sees quite often in southern France.

Nature hike. Many students enjoy a walk through the woods near the campsite with a teacher who points out birds and trees while giving their names in the target language. This activity could also be organized as a scavenger hunt. Students are given a list of items in the target language to find outdoors. The list should be [illegible]ed carefully so that no damage will be done to trees or p[illegible]. Some safe items to include: one dead maple leaf, three a[illegible] pine cone, three centimeters of dead bark, etc.

Arts and crafts. Campers make carnival masks to be used later in the afternoon at the Mardi Gras.

Folk dancing. Because of the limited time period, a simple folk dance is taught so that the participants can perform it well by the end of the session.

Fencing. This activity was offered at the "Auberge de Jeunesse" by a fencing group from Iowa State known as the Cyclone Sabers. The students were given a list of fencing terms in French with their English translations. They then learned the different movements and performed them when given the appropriate command in French.

Camp Store

Shopping in a foreigr country is an experience that almost everyone enjoys. All items in the camp store are priced in francs, and all business is transacted in French. It is very important that the store be well staffed with native speakers, counselors, and teachers so that the students have a chance to engage in conversation. Campers go to the store in small groups and have

a half hour to shop. Items that have proven to be popular are badges and T-shirts (with phrases in the target language) and foreign candy (obtained from Foreign Candy Co., R.R. 1, Box 37 A, Hull, IA 51239). The camp bank is open at the same time as the store so that participants can exchange more money, if needed. The store only accepts French currency.

Organizing and operating the camp store is a project that requires much work, but, according to the directors, it is well worth the trouble. Shopping is a learning experience, and campers enjoy taking home souvenirs that have expressions written in a foreign language. Preparation for the camp store must begin well in advance of the camp, and one person should be responsible for its operation during camp. A list of companies that sell items in foreign languages is provided at the end of the bibliography.

Carnival

Whether the carnival is called Mardi Gras, Kermesse, or another name in the target language, it is a time for campers to have fun while speaking a foreign language. Students improvise costumes and make masks out of construction paper or brown paper bags. The carnival booths, planned and set up by the staff, challenge the mental and physical skills of the students and award prizes to the winners. Each booth activity involves the use of the target language or something dealing with the culture. Examples of booth activities based on use of the language are given below:

Bingo. Students must identify numbers called out in the target language. The first person to fill a card wins a prize.

Vocabulary draw. A stack of cards with instructions on them is prepared ("Name five fruits in ten seconds," "Name three things that you find in a kitchen in five seconds"). After drawing a card at random, the student who can name the items correctly in the time allowed wins a prize.

Metric game. Players must guess their weight and height in metrics to win a prize.

Examples of games that involve physical skills and a cultural focus include the following:

Marshmallow throw. A large map of the country is placed on the ground with the province of Brittany outlined. Students are given three marshmallows. They receive a prize if they can hit

the province, and a better prize if they can hit Rennes, the major city in the province.

Pétanque. Players are given three balls. The one that comes closest to the cochonnet without hitting it wins a prize.

These are just a few examples of carnival games that can be invented and set up by using much imagination and a few materials. The carnival can easily be organized in advance by having each booth assigned to a teacher or counselor. The person coordinating the carnival can offer suggestions and make sure there is not too much duplication.

Camp Booklet

Students are asked to bring a notebook or a folder to which they can add handouts they receive during camp. Materials are given to them in almost every activity along with song sheets and other miscellaneous items. The menu for each meal, written in the target language, is given to the students when they arrive. It is also a good idea to provide a list of the names and addresses of all campers and staff members so that participants can get in touch with each other after the camp is over.

Evaluation and Departure

By Sunday morning, campers feel that they are really getting to know each other and beginning to feel at east in the target language. The busy weekend comes to an end all too fast. After breakfast on Sunday is a good time for students and staff to fill out a questionnaire evaluating their experience at language camp. Specific questions should be asked about each activity and then more general ones such as "What was your favorite activity?" "What suggestions would you like to make for next year?" Evaluations of the weekend language camps have been overwhelmingly positive.

Cabin counselors are responsible for making sure that the cabins are left clean and in order while teachers help pack materials at the main lodge. The bank is open so that campers can exchange their remaining francs for dollars and withdraw any funds they have left. They are strongly encouraged to turn in all their French bills and coins so that the currency can be used the following year. Most students like to keep at least one coin to hang on a chain around their neck as a souvenir of a great weekend.

III. ANNOTATED BIBLIOGRAPHY

The Organization and Evaluation of Language Camps

[Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.]

Arendt, Jermaine D. FL Camps for Center City Youth. The DFL Bulletin 6 (Oct. 1966): 8-10.

The focus of the summer language camp initiated by the Minneapolis Public Schools and funded by a grant from Title I of the Elementary and Secondary Education Act of 1965 was on providing a stimulating foreign cultural experience for above-average junior high school students from low-income families. The organizers believed that these students had the intellectual ability to do well in foreign languages, but lacked the motivation to pursue language studies in high school. The goals of the two-week camp were "(1) To enrich the background of experience of students living in culturally deprived areas by exposing them to speakers of other languages; (2) to stimulate the academically talented, but culturally disadvantaged, to be interested in other languages and peoples; (3) to provide a setting in which foreign language learning can be begun in an atmosphere of urgency, enthusiasm, and reality (i.e., a cultural island); (4) to stress learning that can be applied immediately to everyday activities; and (5) to develop methods of foreign language instruction which are particularly suitable for the culturally deprived." Using French as the target language, seven teachers and two high school students helped 80 campers learn short dialogues, perform a French play, acquire a broad, practical vocabulary, organize a Mardi Gras, and participate in sports. Although no detailed method of evaluation is described, the author states that "oral and aural tests indicated that the campers had learned rather well the material

taught." A strong interest in French was developed along with a feeling of self-confidence among the participants.

Baudin, Phil et al. Foreign Language Camps: Camp Waskowitz. Teacher's Guide and Planning Book. 1978, 73 pp. ED 182 978.

This detailed description of a weekend language camp is based on the experience of camp organizers in Seattle, who have sponsored weekend camps in French, Spanish, and German since 1969. The booklet includes step-by-step program planning, budget information, duties of administrators, samples of various request forms, a description of camp facilities, and examples of camp activities. It covers all aspects of planning and carrying out a weekend language camp and would be very helpful to a first-time organizer.

Bouniol, Eileen C. Language Camps in the United States. 1967, 5 pp. ED 013 036.

An informal survey of state foreign language supervisors yielded data on 12 summer language camps. Program descriptions, schedules, sponsoring institutions, and the names and addresses of directors are included.

Boykin, Kathleen G. Strategies for Visibility and Recruitment for College and University Language Departments. In Personalizing Foreign Language Instruction: Learning Styles and Teaching Options. Edited by Renate A. Schulz. Skokie, IL: National Textbook Co., 1977.

At Slippery Rock State College (5500 students), located in a small rural community north of Pittsburgh, members of the language department have devised a number of programs to attract prospective students. The most successful summer events are French, Spanish, and German "Live-Ins." High school students who have studied the target language for at least one year come to the campus where they participate in many culture-related activities. The long-range goal of the sponsors is to provide language students with the incentive to continue their studies and to enroll in college language classes.

Brandt, T. O. Foreign Language Summer Camps for Children. School and Society 93 (Oct. 1965): 372-73.

The author proposes two ideas in this short article. He advocates the creation of summer language camps for children where the foreign language would be spoken exclusively and suggests staffing the camps with foreign students in

the U.S. on scholarships. Without mentioning skill in working with children or knowledge of techniques used in teaching one's own native language, the author enthusiastically endorses the visitors as counselors solely on the basis of their foreign origin. A two-month camp for young children is proposed, where "without any effort the campers would become familiar with a foreign way of life." The article is couched in rather idealistic terms and makes no concrete suggestions for creating a language camp.

Choldin, Hannah W. Foreign Language Day Houses. Modern Language Journal 52 (Feb. 1968): 88-89.

For eight weeks in the summer, language students from all parts of Chicago meet four hours daily at the Chicago Circle Campus of the University of Illinois. Sponsored by the Chicago Board of Education, the program accepts all applicants as participants. To be eligible for the non-credit enrichment program, high school students must have had at least one year of foreign language study, and junior high students need two years of formal foreign language courses. Instruction in French, Spanish, and German is intensive and is based on a multimedia approach using films and other component materials. Students enjoy guided tours to art museums, concerts, foreign consulates, cultural centers, and foreign shops. Resource persons invited to talk with students are native speakers with a variety of backgrounds and skills. Other activities include folk dancing, film presentations, dramatic skits, and writing a foreign language newspaper. Chicago foreign language teachers have reported that students who attend the Day Houses "show improvement in oral comprehension and speaking." Participants also have a more serious attitude toward the study of foreign languages and appreciate different ethnic cultures, according to their teachers.

Conklin, Mildred and Stephen Murphy. Total Immersion Experiences. Foreign Language Annals 9 (Oct. 1976): 442-43.

Several different types of total immersion activities are described, including an afternoon of language games for first-level students and a weekend involving 165 people from 13 schools. The authors emphasize the effect of the events on their language program: "After three years of implementing this program, the language department [North Rose-Wolcott High School] has become one of the most active in the school....More students are taking advanced courses; more students are studying both French and Spanish; many more students are enrolled in first-level courses (up 50%

last fall). Language students have also developed a feeling of unity and purpose."

Conklin, Mildred and Stephen Murphy. Total Immersion Camping. 1976, 14 pp. ED 163 788.

Although total immersion camping experiences at North Rose-Wolcott High School have been described by the authors in Foreign Language Annals (see entry above), the present document gives sample materials for carrying out the planned projects, e.g., a preliminary proposal for the administration and Board of Education, letter to families of students, schedule of events, games, list of what to take, contract, and a followup report to the Board of Education.

Dreher, Barbara B. A Second Language Experience at an International Summer Camp: Measurements of Phonology and Word Recognition. Hispania 54 (May 1971): 322-26.

This article describes an attempt to measure language learning at a summer camp. The subjects for the study were eleven-year-olds attending the Children's International Summer Village held at Michigan City, Indiana, in 1969. It is important to note that the main focus of the camp was not on language acquisition, although some learning did take place as the children played together. The camp's official language was English, and the primary goal was to promote international understanding by bringing youngsters from different countries together in a pleasant social situation. The tests were designed to measure language skills acquired informally during the four-week session. The testing consisted of two parts:

(1) Native English speakers were shown pictures of nonexistent objects that were used to elicit meaningless words in Spanish, and Spanish speakers were asked to produce nonsense words in English to describe pictures of imaginary objects. Success in producing words sounding like the opposite language was measured. English-speaking campers produced Spanish sounds that were judged to be more accurate phonologically than the English-speaking control group (students with no previous contact with Spanish). The implication was that the association at camp with Spanish-speaking children was the prime influencing factor. Similar results were shown for Spanish-speaking children producing English nonsense words in comparison with Hispanic children who had no contact with English.

(2) An English vocabulary recognition test was given to Spanish-speaking children. The author reports that "according to Ammons' norms on 360 American school children, scores on the picture vocabulary test improve by four points between the ages of 11.5 and 12.5....Using these norms the six-point increase in scores exhibited by the Spanish children represents better than one year's growth." There was no established Spanish vocabulary test to administer to the English speakers.

Ervin, Gerard L. So You're Going to Have a Language Camp? Some Suggestions for Making It Work. Foreign Language Annals 9 (April 1976): 109-16.

Fourteen different high schools were represented at the statewide Russian language camp organized by Ohio teachers with the support of the Center for Slavic and East European Studies at The Ohio State University. A 4-H camp 50 miles north of Columbus was transformed into a Russian village where 125 students gathered for the weekend to speak only Russian, learn folk dances, make Ukrainian Easter eggs, participate in a chess tournament, and view Russian films.

The article provides much helpful information on planning a weekend language camp. The author gives concrete suggestions on selecting facilities, preparing food, providing transportation, and setting up a program, and also discusses in detail publicity, financing, and central coordination. The reader is advised of certain pitfalls in planning: for example, finding available camp facilities is easier in the fall than in the spring, but organizers must avoid scheduling the event on a major football weekend.

Friedrichsmeyer, Erhard M. The Language Camp, a Different Approach to Elementary Foreign Language Instruction. German Quarterly 35 (May 1962): 322-26.

A German language camp for ten- to twelve-year-old participants was initiated in 1961 as a project of Concordia College Language Camps. [Since that time the camp has become part of Concordia's annual summer program.] The goal of the first camp was to inspire in the youngsters an emotional attachment to German and to give them the opportunity to use the language in everyday situations. Although an attempt to use German exclusively was considered unrealistic, campers were encouraged to communicate in the target language while participating in group activities. During the two-week camp, all 75 participants

took part each day in two formal class sessions and two informal small-group (eight-ten students) meetings. After a week, a test was given in which all camp signs had to be identified and pronounced correctly. Participants also had to have some knowledge of the German region represented by their cabin name. The reward was a camp emblem button and an Alpine hat. The organizers hoped that the interest and incentive fostered by the camp experience would be a determining factor in participants' choosing to study German in high school or college.

Haukebo, Gerhard K. Summer Foreign Language Programs for School Students. Foreign Language Annals 2 (May 1969): 477-80.

A survey of state foreign language consultants was made by the author during the summer of 1968 to find out what kinds of domestic summer foreign language programs were available to elementary and secondary students. Thirty-eight states reported organized programs, the most common of which was classroom instruction in the school, both serving remedial needs and providing advanced study for exceptional students. A few noncredit summer enrichment programs, such as the Language Day Houses in Chicago (see Choldin, above), are mentioned. The author notes that "the foreign language camp idea seems widespread...thirteen state consultants report at least one language camp in their states." The states are not identified, nor are any of the programs described, except for one in Minnesota. The article ends with a description of the Concordia Language Camps, which Haukebo helped develop.

_____ and David Green, eds. Language Camps, New Directions and Dimensions in Foreign Language Learning. Moorhead, MN: Concordia College, 1964.

The most complete description available of a summer language camp, this 80-page bulletin contains the philosophy and goals of the camp, details on facilities, administration, daily activities and schedules, job descriptions, sample forms (health, admissions, etc.), and suggestions for language instruction. The publication would be very helpful to anyone organizing a language camp, even one on a much smaller scale than Concordia's.

Hyatt, Frank K. and Sarah L. Aloisio. It's the Atmosphere That Counts: Total Immersion in a Foreign Language. NASSP Bulletin 54 (March 1970): 72-78.

Students at Kenmore East Senior High School in Tonawanda, New York, are offered a summer language program, the purpose of

which is "to allow teachers and students to abandon the conventional methods of instruction and to immerse themselves in the culture and the language." Four-hour daily meetings are held during the 30-day summer session. With the aid of movies, slides, games, and readings, an average of 30 students are immersed in the mores and cultures of Spanish-speaking countries. Although the program includes students interested in Spanish on a noncredit basis, the majority of the participants take a final test, which determines one-half of the final grade. The other half of the grade is based on instructors' observations of daily student performance. The goal of the institute, state the authors, is "to attract more students who wish to study for the joy of studying. We would like to move away completely from the test-conscious pupils--and teachers." French and German institutes have also been organized using techniques and methods similar to the Spanish program.

Le Bow, M. Denise. Foreign Language Weekend Camp Administrative Guidelines. 1975, 44 pp. ED 218 959.

This well organized document gives precise details on many aspects of planning a weekend language camp. The responsibilities of the foreign language council, the camp director, and participating teachers are spelled out very clearly. A camp budget, schedule of activities, and examples of registration forms are also included. The planning timetable could be particularly helpful to those who are organizing a language camp for the first time.

Love, F. William and Lucille J. Honig. Options and Perspectives, A Sourcebook of Innovative Foreign Language Programs in Action, K-12. New York: The Modern Language Association of America, 1973. Also ED 107 100.

This publication includes five reports on language camp programs:

"Foreign Language Incentive Program (FLIP)," pp. 56-64.
A three-day summer institute called FLIP was initiated by high school teachers and students from isolated areas of Wyoming and held at Casper College in June 1972. A unique aspect of the program was the involvement of participants in planning the institute. Seven different student committees, with the help of teacher advisors, worked for nine months to make the French, Spanish, and German camps a reality. Details on activities, program goals, organization, funding, and adaptability of the concept to other

places are well presented and may serve as an inspiration to the reader.

"German Language Summer Camp," pp. 86-96.

The Berghaus ski lodge in the Cascade Mountains of Washington was the site of a summer language camp organized in 1972 by German language instructors from Seattle and a German-American ethnic organization. The budget for the camp was based solely on fees paid by the 27 participants ($100 per student covered two weeks of room and board and the use of recreational facilities). Students between the ages of 12 and 18 representing various skill levels (some had had no previous training in German) were accepted. A description of the camp's development, program goals, methodology, staff, program evaluation, and budget is given in the report.

"Foreign Language Day House Institutes," pp. 225-31.

The Summer Foreign Language Day House Institutes, sponsored by the Chicago Board of Education and held at the University of Illinois' Chicago Circle campus, offer a summer enrichment program to students in French, German, Spanish, and Latin. For eight weeks the students attend sessions from 9 a.m. to 1 p.m., where they are given language instruction and participate in discussions with native speakers from many different backgrounds. Activities, student grouping and scheduling, role of teachers, funding, and program evaluation are discussed in the report. The information given in this report serves as an update to Choldin's article (see above) on the same subject.

"Concordia Language Villages," pp. 268-71.

Concordia College in Moorhead, Minnesota, sponsors an annual summer language camp program in French, Norwegian, German, Russian, and Spanish. Each campsite simulates the ambience of the target culture. Beginning, intermediate, and advanced levels of studies are offered to participants between the ages of 8 and 18. Special one-week sessions in French, German, Norwegian, and Spanish are for children 8-12. Campers have to be at least 9 years old to stay for the two-week sessions. At the advanced level, an intensive "credit course" requiring four weeks is offered, during which the performance of the participant is evaluated and sent to the home school with a recommendation for credit.

The emphasis of the camps is on the informal use of the target language in the many camp activities. There are also large- and small-group instruction periods led by instructors using specially prepared materials for each

level. Dialogues in the students' manuals relate to camp experiences. [The German, French, and Norwegian camps in the mountains of Montana, described in the article, no longer take place.] Counselors in the Concordia camps are American and foreign teachers and college students who assume a variety of roles.

"Weekend Foreign Language Camps," pp. 346-49.

In 1970, Russian teachers in Jefferson County, Colorado (Denver metropolitan area), received permission to turn a school district-owned ranch into a weekend language camp. All the county's high school Russian students were invited to participate along with many local Russian-speaking residents and professors. When the students arrived at the site of the two-day camp, they had to make their way into the Russian village by going through simulated immigration office procedures and customs inspection in the foreign language. Students participated in cooking, Ukrainian Easter egg painting, chess, singing, and watching films. The Russian camp is held in the winter; the same facilities are used in the spring for German, French, and Spanish camps. Each student and teacher pays $19.50 (1979) to cover food, and kitchen and custodial help. The language staff volunteers their time and much of the materials and equipment. A slide/tape presentation of the camps is available for a rental fee of $10 from the Coordinator of Foreign Languages, Jefferson County Public Schools, 1209 Quail St., Lakewood, CO 80215.

Nieves-Squires, Leslie C. Concordia College Language Village Assessment: Learning French, German, Russian, Swedish, Norwegian and Spanish in Experiential Settings. Moorhead, MN: Concordia College. 1978, 73 pp. ED 174 028.

This report represents the first attempt to assess the relative strengths and weaknesses of the Concordia language camps. Several meetings were held with the deans of each camp in order to determine the types of efforts being made in the camps. The research team then devised a questionnaire that was the basis for a survey of local school teachers. Teachers who had contact (in the classroom) with former campers were to respond to the questions. The questionnaire was divided into two parts, (1) Elements of Simulation and (2) Areas Affecting Classroom Performance. (1) Since one of the goals of the camps is to create the ambience of the target culture, the village deans were asked to list the major elements of their simulations. The teachers were asked to indicate the importance of each item on the list. (2) Teachers were asked to compare students in their classrooms who had attended camps with those who had not. Fifteen items were

given, such as interest in foreign language in general, ability in pronunciation, knowledge of grammar, etc. Seventeen pages of teachers' additional comments on the program are included at the end of the report. The research also contains demographic information used in making generalizations about the program.

Information gathered from the survey is clearly presented in graphs for each language. They show that the most important elements in the language village simulation for all languages combined are (1) speaking the foreign language, (2) speaking the foreign language to acquire necessities, (3) getting acquainted with natives of the foreign country, and (4) activities conducted in the foreign language. The graphs also illustrate that the most important elements affecting classroom performance for all languages combined are (1) interest in the foreign language, (2) willingness to use target language in the classroom, and (3) knowledge of cultural background and people.

One must keep in mind that the results represent the teachers' perceptions of students' responses to the items. Surveys of parents and former villagers are being prepared.

Nyhus, Sandy and Marci Maiwald. Europe Comes to Iowa. 1980, 81 pp. ED 203 669.

This booklet provides guidelines for establishing a foreign language immersion weekend for students. Many details are given about activities and organizing procedures. Samples of correspondence, a certificate of merit, and a camp evaluation form are included.

Oberding, Barbara and Mary H. Magee Onofrietto. Schlumpftreffen II: Total Immersion Weekend New Jersey Style. Foreign Language Annals 15 (Oct. 1982): 355-58.

The authors describe a very successful German total immersion weekend for high school students in New Jersey that was held in 1982 for the third successive year. A summary of the camp activities and a detailed schedule are included.

Pillet, Etiennette and Roger Pillet. French at Camp. Elementary School Journal 65 (Feb. 1965): 247-52.

A weekend language camp was conceived as a reward for high achievers in French at the University of Chicago Lab School. Students who performed well after five years of language study (beginning in the third grade) were selected to attend a three-day camp. After sponsoring the camp for

three years (1962-64), the authors came to a significant conclusion: although the first camp was intended as a reward, the effectiveness of the experience in stimulating language learning became the dominant rationale for sponsoring the event. Details on preparation, schedules, staffing, and activities are clearly presented. Under "Observations" and "Recommendations" the authors frankly discuss both the problems and the successful aspects of the camp. The discussion would be particularly useful to organizers of a language camp for young students (10-14 years old).

Thayer, Marilyn. Adding the T.I.P. Dimension: A Case for Extra-Curricular Programs in Foreign Language Study. 1974, 16 pp. ED 104 165.

A total immersion German-speaking weekend camp experience is described by the author. Sponsored by the Mexico Academy and Central School in Mexico, New York, the event provided the opportunity for 25 students of German to practice the target language outside the classroom. The complete description of the camp, including location, budget, activities, and an evaluation questionnaire, would be of help to future organizers of a weekend language camp.

Vick, Nancy. Foreign Travel--At Home. NASSP Bulletin 54 (March 1970): 115-19.

A simulated trip to Mexico called Mes Mexicano (Mexican Month) brings high school students to a cultural island in Fort Worth, Texas, where they speak Spanish for three hours a day during a four-week summer session. The Mexican "guides" (teachers) lead folk dancing and singing and take the "tourists" (students) on a vicarious trip to Mexico through the use of filmstrips. The author mentions that "the students gained approximately one year's proficiency in ability to speak and understand the language." A French program has been created with teachers from France and Belgium, who direct such activities as role playing and producing an original play.

Sources of Activities for Language Camps

Arendt, Jermaine C., ed. The Twin City Institute for Talented Youth: Spanish, German, French, Russian. Minneapolis Public Schools Foreign Language Newsletter 10 (Dec. 1971). 23 pp. ED 056 623.

This joint language project of the Minneapolis and St. Paul schools provides a stimulating, innovative program for secondary school students. This document contains reports on experiments with new curriculum and teaching techniques in French, Spanish, German, and Russian. Many of the activities described would be particularly appropriate for a language camp. The list of materials, which includes books, films, games, records, and tapes in each language, is very useful.

Birckbichler, Diane W. Creative Activities for the Second Language Classroom. Language in Education Series, No. 48. Washington, DC: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1982. (See p. 64 for ordering information.)

This booklet provides 54 activities in English, French, Spanish, German, and Italian to encourage students' fluency, flexibility, originality, and ability to elaborate. Each activity includes a description of the intellectual abilities being tapped and offers detailed directions and sample exercises.

Bonin, Thérèse M. and Diane W. Birckbichler. Real Communication through Interview and Conversation Cards. Modern Language Journal 59 (Jan.-Feb. 1975): 22-25.

Useful techniques for getting students involved in small-group conversations are presented along with examples in the target language. The authors believe that the cards "increase students' opportunities to participate and practice in a meaningful and personalized context," which is one of the goals of a language camp.

Bradford, Suzanne, comp., and others. Foreign Language Games. 1974, 13 pp. ED 125 243.

An annotated list of 29 games that can be used in a language camp. An introductory listing of all the game titles gives their application (vocabulary and/or grammar), a rating (on a three-point scale) of the amount of preparation time required of the teacher, and the time required to play the game. Annotations follow for each of the games, giving the equipment required, the rules, and, in some cases, variation and/or comments.

Carter, Thomas P. Crossword Puzzles in the Foreign Language Classroom. Modern Language Journal 58 (March 1975): 112-15.

The author gives some interesting variations on the use of crossword puzzles, which would be a helpful quiet-time activity for language campers.

Crawshaw, Bernard, comp. Let's Play Games in French. Skokie, IL: National Textbook Co., 1978.

An excellent source of activities for camp. The book contains 292 games, skits, and teacher aids divided into beginning, intermediate, and advanced levels. There is also a bibliography listing other sources for games, puzzles, and conversations in French. The final page lists French paperbacks and duplicating masters put out by the publisher.

Eddy, Peter A., ed. An Idea Book for Language Teachers. Oregon Association of Foreign Language Teachers, 1977. 77 pp. ED 148 171.

This collection of language-teaching ideas is the result of a four-week workshop held in July and August 1976 for language teachers in the Northwest. Sponsored by a grant from the National Endowment for the Humanities, the workshop focused on cross-cultural communication and language-teaching methods. After trying new ideas acquired during the workshop in their classrooms, the teachers of French, Spanish, and German returned in January 1977 to evaluate the effectiveness of the ideas when put into practice. The report contains a wealth of activities that can be used in a language camp. A section called "Audio-Motor Units" transforms language study into action. "Cultoons" (cultural cartoons) show amusing aspects of cultural differences, which can be discussed or acted out. Other sections include ideas for mini-dramas, games, and role playing.

Ervin, Gerard L. Using Warm-ups, Wind-ups, and Fillers: All of Your Class Time Is Valuable! Foreign Language Annals 15 (April 1982): 95-99.

Eleven activities that encourage students to speak the target language are presented. They require little or no advance planning, props, or organization and can be used in any language at various levels.

French Modules Project, Rebecca Ullmann, Director; the Ontario Institute for Studies in Education; 252 Bloor Street West, 10th Floor; Toronto, Ontario, Canada M5S 1V6

A language camp activity focusing on Canadian French could easily be organized by using a series of modules produced by language researchers at the Ontario Institute for Studies in Education. Each module is a self-contained kit dealing with a specific aspect of French Canadian culture and language. Le français parlé au Canada deals with some pronunciation factors of québecois French; De chez nous focuses on Quebec; Chansons et chansonniers presents popular singers; Le temps des sucres describes sugaring-off time in Quebec and the making of maple syrup products. Sixteen different modules have been prepared dealing with subjects from politics to sports. Each kit contains 35 booklets, a cassette, and, in some cases, a filmstrip. A teacher's guide is included with many suggestions for activities. The print portions of the modules are also available on microfiche through the ERIC system (ED 180 248-260; ED 183 020; ED 203 697; ED 209 915).

Grobe, Edwin P. 300 Word Games for Foreign Language Classes. Portland, ME: J. Weston Walch, 1969.

There are enough creative ideas in this book to keep language campers entertained for several weeks. Many team games are described, each with an instructional value in the target language. All levels are included, and most of the games require materials that are easily available--pencils, paper, a deck of cards, a map of the foreign country. The games can be played in any foreign language.

Hall, Wendell H. The Foreign Language Kermess: Carnival-Type Activities for Language Learning and Promotion. Utah Language Quarterly 2 (Spring 1977), 4 pp. ED 145 717.

The activity described in this paper would provide lively entertainment in a language camp setting. Participants prepare skits, musical performances, games of chance, and contests--all carried out in the target language. Since the kermess is a tradition in France, Germany, and Spain, the event could bring together speakers of different target languages.

Hendrickson, James A. Listening and Speaking Activities for Foreign Learners. Canadian Modern Language Review 36 (May 1980): 735-48.

Forty activities for motivating students to practice listening comprehension and speaking skills are described. Categorized by proficiency levels, the activities include three types: tête-à-tête conversations, small-group interactions, and whole class activities. No special equipment is required.

Hubp, Loretta B., comp. Let's Play Games in Spanish. Vols. I and II. Skokie, IL: National Textbook Co., 1974, 1976.

Volume I is for younger Spanish students from kindergarten to the eighth grade. Volume II is appropriate for intermediate and advanced students. Although the explanation for the games is given in English, all dialogues and vocabulary are in Spanish. The collection also contains songs and piano music.

Jarvis, Donald K. Teaching Foreign Etiquette in the Foreign Language Class: Student Involvement Techniques. Foreign Language Annals 8 (May 1975): 138-43.

Instructional games, mini-dramas, and role playing are used to get students actively involved in learning about cultural differences. The author gives a useful reference guide for information on comparative etiquette in French, German, Hispanic, and Russian cultures.

Lac du Bois (Lake of the Woods): Level III. Moorhead, MN: Concordia College, 1974. 21 pp. ED 087 192.

Designed for a summer camp program, dialogues in French include vocabulary for camping, vacations, sports, music, nature, and singing. Each lesson begins with a proverb, accessory materials needed, and special vocabulary.

Omaggio, Alice C. Games and Simulations in the Foreign Language Classroom. Language in Education Series, No. 13. Arlington, VA: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1978. (See p. 63 for ordering information.) Also ED 177 887.

This document contains a great many ideas for getting students involved in speaking the target language as they participate in games and simulate real situations. Materials are organized in terms of their usefulness for reaching specific instructional objectives. Sample games

are provided in English, French, German, Russian, Spanish, Chinese, and Italian.

Saunders, Helen V., comp. Fun and Games with Foreign Languages. 1974, 28 pp. ED 096 857.

Eleven West Virginia teachers contributed the 29 games included in this publication. All the games have been classroom tested for their educational and motivational value.

Schmidt, Elisabeth, comp. Let's Play Games in German. Skokie, IL: National Textbook Co., 1977.

The games are geared to grades 9-12 but may be used at any level. The games are arranged in order of difficulty and are categorized as spelling games, article games, verb games, etc. Other paperback publications by the same company are listed on the final page.

Wegner, Hart. Feature Films in Second Language Instruction. CAL-ERIC/CLL Series on Languages and Linguistics, No. 47, 1977. 28 pp. ED 136 585. [May also be ordered directly from the ERIC Clearinghouse on Languages and Linguistics, $2.50]

Using films as part of language camp activities can be both entertaining and instructional. The author of this publication discusses the organization of a film project in a second language course. A discussion of classroom techniques and teaching methods covers the use of the soundtrack, the screenplay, and the film itself. A list of film distributors and films that are available is provided, as well as guidelines for equipment.

Resources and Services

Behrens, Sophia A. Directory of Foreign Language Service Organizations: 2. Language in Education Series, No. 33. Washington, DC: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1981. (See p. 64 for ordering information.) Also ED 208 671.

The directory provides a convenient reference guide on the availability of resources and services that can be of help to language camp organizers. The publication is divided into three sections: (1) Foreign Language Service Organizations, (2) Publishers and Distributors of Foreign Language Materials, and (3) Language Index.

Distributors

The following is a partial list of distributors of foreign language materials who provide catalogues upon request. (For a more comprehensive list of distributors see the above-mentioned directory.)

ACTFL Materials Center
385 Warburton Ave.
Hastings-on-Hudson, NY 10706

Provides a complete list of publications. Three booklets that we have found to be very useful in language camp are:

La Artesanía Mexicana. Excellent craft ideas with explanations in both English and Spanish.
El Arte Culinario Mexicano. A cooking guide including recipes and vocabulary in both English and Spanish.
Un voyage par le train. Contains activities, dialogues, and vocabulary for a train trip. Could be used in role playing.

Addison-Wesley Publishing Co.
Reading, MA 01867

Materials in French that would be useful in a language camp program include (1) two cassette tapes containing 28 French songs with the lyrics printed on black-line masters that can be duplicated; (2) ten modules for vocabulary enrichment (clothing, sports, parts of the body, etc.) printed on reproducible black-line masters.

Continental Book Co.
11-03 46th Ave.
Long Island City, NY 11101

Catalogue contains descriptions of educational games, records, maps, and books.

Educational Audio Visual, Inc.
Pleasantville, NY 10570

Publishes a catalogue containing conversation and grammar materials, literature, songs and folklore, filmstrips, etc., in French, Spanish, German, and Latin.

Gessler Publishing Co., Inc.
900 Broadway
New York, NY 10003

Catalogue (Realia) offers many useful items, such as filmstrips, tapes, puppets, cuisine books, games, maps, flags, etc. We enjoyed using their collection of puppet plays called Guignol à l'école. French campers made their own puppets as a craft project and then perfected the dialogue from Guignol.

Goldsmith's Audio Visuals
AIV & Language Department
301 East Shore Rd.
Great Neck, NY 11023

Games, slides, realia, books, maps, records, and tapes are shown in the catalogue. The company asks that you specify the target language when sending for a catalogue.

The Kiosk
19223 De Havilland Dr.
Saratoga, CA 95070

Publishes a catalogue featuring games, puzzles, vocabulary builders, postcards, bumper stickers, badges, etc., in French, German, and Spanish. Some items are also available in Italian and Latin.

Lingo Fun
Box 486
Westerville, OH 43801

Offers a wide variety of inexpensive iron-ons in several foreign languages and can provide iron-ons with the name of the language camp or organization.

Milliken Publishing Co.
1100 Research Blvd.
St. Louis, MO 63132

Duplicating books with ditto masters for Spanish, French, and German (sounds, structures, verbs, and vocabulary) are very helpful. The vocabulary books contain pictures with words in the target language, thus avoiding the translation process.

National Textbook Co.
8259 Niles Center Rd.
Skokie, IL 60077

In addition to many useful textbooks, catalogue also lists games, records, tapes, puzzles, and word games in several languages.

SUMO Publishers
1005 Debra La.
Madison, WI 53704

Booklet offers several different types of card games, posters, games, puzzles, and realia.

J. Weston Walch, Publisher
Box 658
Portland, ME 04104

Materials in French, German, Latin, and Spanish are described in the free catalogue. Guessing games (including a cassette), puzzles, posters, and many visual masters of basic gestures are included among the practical teaching aids in foreign languages.

Wible Language Institute
Audiovisual Bilingual Teaching Materials
24 S. Eighth St., P.O. Box 870
Allentown, PA 18105

Tapes, records, filmstrips, conversation pictures, etc., are available. To obtain a catalogue, write on school stationery furnishing school address and specify French, German, or Spanish catalogues.

World Press
89-02 Sutphin Blvd., Suite 401
Jamaica, NY 11435

Brochure includes many ideas for prizes as well as inexpensive items, inscribed in various foreign languages, that could be used to stock a camp store.

Lois Vines (Ph.D., Georgetown University) is associate professor of French at Ohio University, where she teaches courses in language and literature. Director of the French section of Ohio University's summer language camp from 1975-77, she has continued to serve on the camp advisory committee since that time. Articles by Dr. Vines have appeared in the AATF National Bulletin, French Forum, and Contemporary French Civilization.

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36. Helping Learners Succeed: Activities for the Foreign Language Classroom, by Alice C. Omaggio. $7.50. ED 208 674
37. Discourse Analysis and Second Language Teaching, by Claire J. Kramsch. $9.50. ED 208 675
39. Teaching French as a Multicultural Language: The French-Speaking World Outside of Europe, by John D. Ogden. $6.25. ED 208 677
40. PR Prototypes: A Guidebook for Promoting Foreign Language Study to the Public, by Rosanne G. Royer and Lester W. McKim. $9.50 paper/$14.95 cloth. ED 208 678

Volume 5 (1981-82)

43. Teaching Writing in the Foreign Language Curriculum, by Claire Gaudiani. $8.95 paper/$15.95 cloth. ED 209 961
44. Functional-Notional Concepts: Adapting the FL Textbook, by Gail Guntermann and June K. Phillips. $6.00. ED 217 698
47. Children's Second Language Learning, by Barry McLaughlin. $7.00. ED 217 701
48. Creative Activities for the Second Language Classroom, by Diane W. Birckbichler. $8.95. ED 217 702
50. Error Correction Techniques for the FL Classroom, by Joel C. Walz. $5.75. ED 217 704